Application for Federal Education Assistance (ED 424)

Applicant Information

Organizational Unit

P031A 030322

1. Name and Address

Legal Name: _____ Blue Mountain Community College

Address: _____ PO Box 100

_____ 2411 NW Carden

_____ Pendleton	OR	Umatilla	97801 - 1000
City	State	County	ZIP Code + 4

2. Applicant's D-U-N-S Number (b)(2) ██████████

3. Applicant's T-I-N | 9 | 3 | - | 0 | 5 | 0 | 6 | 5 | 3 | 6 |

4. Catalog of Federal Domestic Assistance #: 84. _0 | 3 | 1 | A |

Title: __Strengthening Institutions Program__

5. Project Director: _____ Karen J. Reeder

Address: _____ PO Box 100

Pendleton OR 97801 1000
City State Zip code + 4
Tel. #: (541) _278_ - _5804_ Fax #: (541) _278_ - _5795_
E-Mail Address: _____ kreeder@bluecc.edu

6. Novice Applicant ___Yes _X_ No

7. Is the applicant delinquent on any Federal debt? ___Yes _X_ No
(If "Yes," attach an explanation.)

8. Type of Applicant (Enter appropriate letter in the box.) | G |

A - State	F - Independent School District
B - Local	G - Public College or University
C - Special District	H - Private, Non-profit College or University
D - Indian Tribe	I - Non-profit Organization
E - Individual	J - Private, Profit-Making Organization

K - Other (Specify): _____

Application Information

9. Type of Submission:

-PreApplication	-Application
___ Construction	___ Construction
___ Non-Construction	_X_ Non-Construction

10. Is application subject to review by Executive Order 12372 process?
___ Yes (Date made available to the Executive Order 12372 process for review): ___ / ___ / _____

_X_ No (If "No," check appropriate box below.)
___ Program is not covered by E.O. 12372.
_X_ Program has not been selected by State for review.

11. Proposed Project Dates: _10 / 01 / 2003_ _09 / 30 / 2008_
Start Date: End Date:

12. Are any research activities involving human subjects planned at any time during the proposed project period?
___ Yes (Go to 12a.) _X_ No (Go to item 13.)

12a. Are all the research activities proposed designated to be exempt from the regulations?
___ Yes (Provide Exemption(s) #): _____

___ No (Provide Assurance #): _____

13. Descriptive Title of Applicant's Project:

__A Seamless Learning Environment for Student Success__

Estimated Funding

14a. Federal	$ _____ 365,977	. 00
b. Applicant	$ _____	. 00
c. State	$ _____	. 00
d. Local	$ _____	. 00
e. Other	$ _____	. 00
f. Program Income	$ _____	. 00
g. TOTAL	$ _____ 365,977	. 00

Authorized Representative Information

15. To the best of my knowledge and belief, all data in this preapplication/application are true and correct. The document has been duly authorized by the governing body of the applicant and the applicant will comply with the attached assurances if the assistance is awarded.

a. Authorized Representative (Please type or print name clearly.)

Travis Kirkland

b. Title: _President_

c. Tel. #: (541) _278_ - _5951_ Fax #: (541) _278_ - _5171_

d. E-Mail Address: _____ tkirkland@bluecc.edu

e. Signature of Authorized Representative _____ Date: 4 /Mar / 03

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Continuation of ED 424 – (Page 2 of the application)

1.   Total FALL 1999 FULL-TIME EQUIVALENT (FTE) students =   1,563.33

    a.   Total market value of endowment fund at the end of 1999-2000 $1,789,547

    b.   Total expenditures for library material during 1999-2000. $62,020

Note: If contact person is different from person named in Item 4, please identify
by providing name and phone number in this space.

Name: _Susan E. Plass_____

Phone: _(541) 278-5838_____
        (area code)   (number)   (extension)
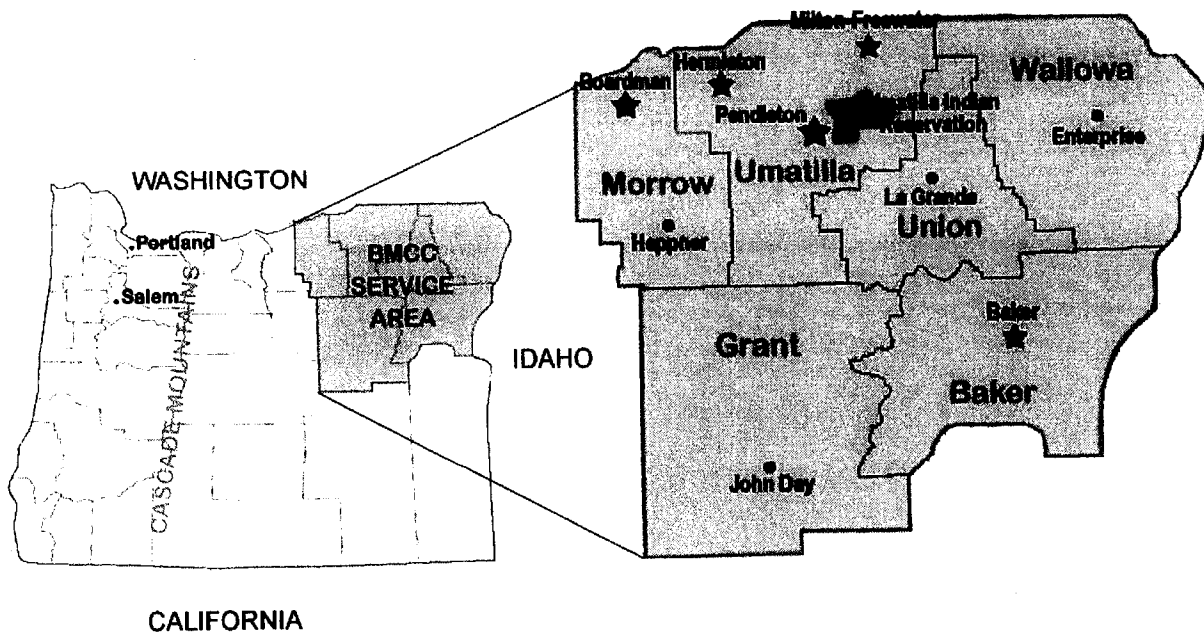
**STATE OF OREGON
and
BLUE MOUNTAIN COMMUNITY COLLEGE SERVICE AREA**
Service Area Square Miles: 18,026
Service Area Population: 137,975

PROJECT ABSTRACT

Blue Mountain Community College, Pendleton, Oregon. BMCC's service area encompasses all of rural Northeastern Oregon – 18,000 square miles with only 138,000 people and home to the Umatilla Indian Reservation and an exploding Hispanic population. Founded in 1962, BMCC is a comprehensive, 2-year community college that serves approximately 15,000 students each year (2,884 FTE in Fall 2002) in credit and non-credit, skill-building courses. Almost 80% are first-generation college students, and 96% of tested students require remediation. The current operating budget for 2002-03 is $12,148,990. **PHONE:** 541-278-5950, **FAX:** 541-278-5171. **CONTACT PERSON:** Dr. Travis Kirkland, President. **E-MAIL ADDRESS:** tkirkland@bluecc.edu

Activity—$1,534,192 over five years. *A Seamless Learning Environment for Student Success.*
Literally thousands of students come to BMCC each year, making their first tenuous commitment to furthering their educations and their dreams. This, in itself, is not unusual. What is unusual is that it takes five BMCC students to equal one FTE. Our students are so unsure of themselves and their futures, so unskilled in the behaviors that spell success in higher education, so economically and culturally disadvantaged that just coming through our doors is overwhelming. Once here, what they find are systems and processes that are ill-designed to strengthen their skills and academic confidence and move them from non-credit, skill building courses into developmental courses and on to college-level courses and graduation. This is unacceptable. They have been bold to begin; we must be bold to support their success. Our approach is to attack these pressing problems by weaving a seamless learning environment composed of four interrelated components that will link academics, student affairs, and information technology to create:
Redesigned Student Support System, including a Transition Program for planned articulation among non-credit, developmental, and college credit courses and comprehensive student support services such as redesigned and Web-based advisement/orientation, career/education planning, and early alert/referral.
Strengthened Entry-Level Curriculum, focusing on developmental and gateway courses infused with learning strategies proved effective for a diverse student body, such as computer-assisted and media-assisted learning.
Learning-Focused Instruction, through faculty professional development in teaching/learning that is competency-based and learning-focused.
Integrated Student Information System, with a new Student Information System/Financial Aid System interfaced with the BMCC's Management Information System and with a redesigned student support system (Component #1).
Sample of Key Measures: (a) Student transition and retention rates will increase by 15%, and success in developmental/gateway courses will increase by 7 percentage points; (b) faculty using competency-based curricula and universal instructional strategies will increase by at least 35%; faculty/staff access to student information will increase by a minimum of 50%.
Activity Budget: Approximately 27% of the five-year Activity budget will be spent on hardware and software. The student support component will constitute 16% of the Activity budget; the curriculum and faculty development components combined, 31%; the integrated student information system component, 37%; and Activity coordination, approximately16%.

Project Management and Evaluation—$303,803 over five years. Approximately 87% of the five-year budget will support a half-time Project Coordinator and a half-time Project Assistant. Approximately 3% is for formative and summative evaluation by an outside consultant in Years 1, 3, and 5 of the grant.

Blue Mountain
Community College

February 28, 2003

Mr. Wilbert Bryant
Deputy Assistant Secretary for Higher Education Programs
U.S. Department of Education
Office of Postsecondary Education
Washington, D.C. 20202-5335

Dear Mr. Bryant:

Pendleton, Oregon, is not a very large place. On the other hand, the Blue Mountain Community College service area is huge. With over 18,000 square miles, it is bigger than Massachusetts, New Hampshire, and Rhode Island combined. In our area are the Columbia River of Lewis and Clark fame and thousands of acres of wheat fields that give real meaning to the phrase "golden waves of grain." Chief Joseph, Pendleton blankets, the world-famous Pendleton Round-Up, and the 1847 Whitman Massacre are all part of our area's history. The Oregon Trail crossed the Umatilla River at a corner of our Pendleton campus.

Other, less proud characteristics of our area are low readiness of many of our students to do adequate college-level work and high dropout rates, particularly in our Native American and Hispanic populations. An astounding 96% of our students who take placement tests need math remediation. We have an exploding Hispanic population with many individuals who do not use English as their native language and too often do not regard college education as a possibility. Our service area is economically distressed, and educational attainment is low. BMCC represents the first and last best hope for our citizens.
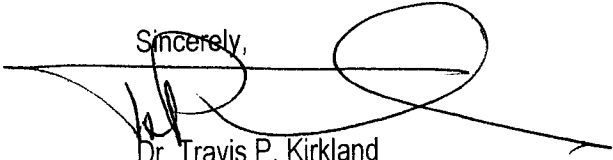
Our problem is primarily one of funding. Declining resources have prevented us from making essential investments in modern technological infrastructure and in improvements in programs and services to increase the success of our students. Instead, we have cut programs and staff, further reducing our capacity to serve our students and meet our mission as an open-door, comprehensive community college.

This Title III grant, when approved, will allow us to begin to change that situation. After extensive institutional analysis, we have identified the need to establish *a seamless learning environment for student success* through: (1) a re-designed student support system, (2) strengthened curriculum for entry-level courses, (3) learning-focused instruction, and (4) integrated student information systems. A Title III grant will support the implementation of these components, with the expectation that funding will be available long enough to have the process become institutionalized and support itself.

I know from personal experience how significant, even transformative, a Title III grant is for a struggling institution. I have been actively involved in the planning of this proposal and am absolutely committed to the achievement of the goals and objectives of our proposed activity and to a rigorous evaluation process.

Thank you for your consideration of this very important request.

Sincerely,

Dr. Travis P. Kirkland
President

BMCC Morrow County
P.O. Box 939/300 NE Front St.
Boardman, OR 97818
(541) 481-2099

BMCC Hermiston
980 SE Columbia Drive
Hermiston, OR 97838
(541) 567-1800

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BMCC Milton-Freewater
311 N. Columbia
Milton-Freewater, OR 97862
(541) 938-7176

BMCC Baker County
3275 Baker St.
Baker City, OR 97814
(541) 523-9127

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PART I – OVERVIEW OF INSTITUTION

PART II – DEVELOPMENT GRANT SPECIFICS

This document does not exceed 100 pages, excluding ED 424 pp. 1-2, Abstract, and Selection Criteria.

PART I: OVERVIEW OF THE INSTITUTION

Northeastern Oregon has a history as intricately woven as the Indian-inspired designs of the Pendleton blanket. The famous Oregon Trail represented a unique convergence of indigenous Native Americans and pioneers from the East. The Pendleton wool blanket, created by English settlers to trade with Oregon tribes, to this day is symbolic of that convergence—that weaving together of different cultures. Today, Blue Mountain Community College (BMCC) has a chance to weave two equally disparate cultures together— higher education and the educationally disadvantaged—and create a new opportunity and turning point for individuals in its six-county service area: new skills and new horizons and a chance to become the first family member to go to college. In this spirit, at a recent MOU signing, the Confederated Tribes of Umatilla presented their tribally designated Pendleton blanket to Blue Mountain Community College as a "contract" for bringing higher education opportunities to the Indian reservation. *We have proudly incorporated this blanket into the proposal covers and dividers.*
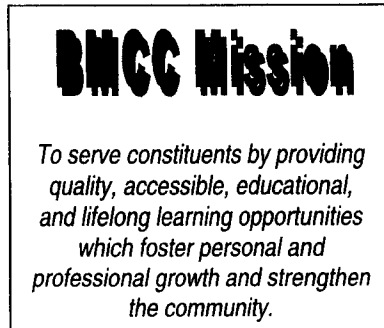
Service Area Overview

BMCC's service area ranges from high desert and painted hills in the southwest, through the Columbia River Basin and the golden wheat fields of the Columbia Plateau, and eastward across the rugged peaks of the Blue and Wallowa mountain ranges. Our service area is far removed from Oregon's educational and political power centers in the west: Portland, Salem, and the Willamette Valley. Together, the six rural counties (18,000 square miles) that we serve cover nearly one-fifth of Oregon's total land area, larger than New Hampshire, Rhode Island, and Massachusetts combined.

This vast area has only 137,975 inhabitants, or 4% of Oregon's total population (U.S. Census 2000). The population density is 7.4 persons per square mile. In the six-county region, the **Native American population** is highest in Umatilla County because of the presence of the Umatilla Indian Reservation (the Umatilla, Walla Walla, and Cayuse tribes), which reports a 48.8% American Indian population. Until recently there has been little other ethnic diversity. In Morrow and Umatilla counties, however, the **Hispanic**

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population has grown to 24% and 16%, respectively. These figures represent an astounding **129.2 %**

increase over the 1990 Census figures for the two counties (Oregon Labor Market Information System,

2002).

Mission Statement, Governance and Programs of Study

BMCC Mission

To serve constituents by providing quality, accessible, educational, and lifelong learning opportunities which foster personal and professional growth and strengthen the community.

BMCC is accredited by the Northwest Association of Schools and Colleges Commission on Colleges and is governed by a locally elected BMCC Board of Education. Established in 1962, BMCC is based in Pendleton, a town of 17,000 famous for its beautifully crafted Pendleton woolen products and for its rowdy Round-Up (one of the top three rodeos in the world—*Let 'Er Buck!*). BMCC is the only comprehensive, open-door community college in its service area. Three of the six counties served—Baker, Morrow, and Umatilla—constitute an annexed district, and three—Grant, Union, and Wallowa—are served under contract with the college. Our outreach centers are located in four far-flung communities: Hermiston, Milton-Freewater, Baker City, Boardman, Heppner, La Grande, Enterprise, and John Day. The College is an active partner with Eastern Oregon University (approximately 3,000 students), a four-year college located in La Grande. BMCC operates a Small Business Development Center; offers customized training and apprenticeship programs for business and industry; serves farmers and ranchers through the Farm Business Management Program; and recently signed a memorandum of understanding with the Confederated Tribes of the Umatilla Indian Reservation (CTUIR), located a few miles east of Pendleton and surrounded by Umatilla County, to strengthen partnership activities.

As part of our state mandate, we are an open-admissions college, operating on a trimester basis, providing an Associate of Arts Oregon Transfer (AAOT) degree with 36 academic concentrations; an Associate of Science degree with four concentration areas; 13 Associate of Applied Science degrees (also

known as "professional/technical" programs) in concentrations such as accounting, early childhood education, agriculture business, and nursing; and 5 one-year certificate programs.

Oregon's Dark Side

"Economically distressed" is an accurate—and official—term for our six-county service area. The Oregon Economic and Community Development Department applies eight measures of economic distress—including poverty rates, personal incomes, and unemployment rates—to identify counties and communities in trouble. **Four of BMCC's six counties are classified as distressed in their entirety.** In the other two counties, Umatilla and Union, sixteen individual communities are classified as distressed.

All six counties served by BMCC exceed state and federal rates of individuals in poverty as shown in the table below. Of all individuals living on the Umatilla Indian Reservation, 16% are below poverty level (US Census 2000). The per capita income for individuals in each of our service counties and the Umatilla Indian Reservation is well below state and national averages as well. At $16,284 as-the-average per capita for our area, the disproportion in income is clear: the national average is a full 25% higher. Compared to the Umatilla Indian Reservation, the national average and the state are 30% higher.

> *What we are seeing is a continuing increase in the number of working poor who are not able to make ends meet. We are getting more calls about people facing eviction due to job layoffs or cutbacks in hours.... I begin to wonder if we're moving into the 21st century version of the Great Depression.*
>
> Oregon Food Bank, Executive Director (*The Oregonian*, 2002)

Baker	Grant	Morrow	Umatilla	Union	Wallowa	Umatilla Reservation	U.S.	Oregon
Individuals Below Poverty for Service Area Counties								
15%	14%	15%	13%	14%	14%	16%	12%	12%
Individual Per Capita Income for Service Area Counties								
$15,612	$16,794	$15,802	$16,410	$16,907	$17,276	$15,158	$21,587	$20,940
Source: US Census 2000								

The state holds the dubious distinction of having the nation's highest hunger prevalence (Sullivan & Choi, 2002) and **the nation's highest unemployment rate as of December 2002** (U.S. Department of Labor). *The Oregonian* newspaper reported on August 25, 2002, that the state has the most rapidly widening gap between rich and poor in the nation and enlists 95% of its schools in federal lunch and breakfast programs, "a high proportion that surpasses many states."

The eight measures of economic distress do not include educational attainment, but the correlation for the six counties is not surprising. **Oregon has tied with three other states to rank 45th in percent of teens who dropped out of high school, more than 20% worse than the national median** ("Kids Count," 2001). The Oregon Progress Board, a state-appointed organization that was recently eliminated because of funding reductions, tracked and graded the state's ability since 1989 to meet rigorous benchmarks set by the state's long-range strategic plan. In its last report, *The 2001 Benchmark Performance Report*, the Board compared 2000 benchmark attainment with that of 1998, noting that the state "has slipped" in the following areas: college completion, from B- to C-; high school completion, from B to C+; percentage of Oregonians with some college, from B- to D. The report also stated that *"The adult literacy benchmark has no grade because data are inadequate to show a trend. Nevertheless, experts estimate that over 480,000 Oregonians are at the lowest literacy level."*

Nationally and statewide, about 25% of the population 25 years or older has a bachelor's degree or higher. The Portland metropolitan area, with high numbers of companies that require a college

Service Area Counties	Percentage with Bachelor's Degree +
Baker	16%
Grant	15%
Morrow	11%
Umatilla	16%
Umatilla Reservation	15%
Union	21%
Wallowa	20%
Oregon	25%
United States	25%
US Census 2000	

education and technological training, skews the true picture in Oregon. This is especially applicable to our service area, where those with a bachelor's degree or higher range from a low of 11% to a high of 21%. In other words, **as much as 89% of our service area residents *do not* have a bachelor's degree.**

According to a 2001 report by the organization Children First for Oregon, BMCC-area adult educational attainment beyond high school in households with children was worse than the Oregon averages: some college—17% (state 20%); bachelor's—12% (state 25%).

Fiscal Decline and Future Uncertainty Make for Area Hardships. In the late 1980s, Oregon climbed slowly out of a recession engendered by a drastic decline in the timber industry, then built to a heady high in the 1990s as the western part of the state diversified into high-tech industries. With 85% of the state's "employment pie" in the private sector (*Oregon Business*, November 2002) and being heavily dependent on personal income taxes, state revenues dropped when high-tech collapsed in late 2000. Intel, the state's largest private employer, cut 1,000 jobs in 2001—nearly 10% of its Oregon workforce— and expected additional cuts of that magnitude in late 2002 (*The Oregonian*, October 20, 2002). Help-wanted advertisements in *The Oregonian*, the state's largest newspaper, dropped in half from September 1998 to September 2002 (*Oregon Business*, November 1998 and 2002).

With recent losses in state revenues and a dismal forecast for higher education funding in Oregon, BMCC is without resources to meet the needs of students who are trying to transition from non-credit courses into developmental or college courses. These students are at higher risk of not persisting and succeeding and therefore require intervention strategies and a student tracking system that is automated and up-to-date. Our candidacy for a Strengthening Institutions grant has grown out of a state of crisis that affects the many students who are failing developmental courses and not persisting to college-level programs at alarming rates because we are unable to respond to their needs. Communities in our six-county service area depend on us to move them beyond poverty and lack of employable skills. We must meet the challenges for an economy that is knowledge-based.

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Student Characteristics

The students at Blue Mountain Community College in many ways are like community college students in isolated regions all over the country, only much more so. A disturbingly high percentage **(96%) of degree-seeking students require some remediation,** particularly in math and writing. Though a third (29.8%) of BMCC students enroll in non-credit and developmental courses, **only 1.5% of non-credit students persists to enroll in developmental courses,** and only 1.9% then makes the leap to college-level courses. In fact, **only 26.2% of all developmental students go on to enroll in a full college-level curriculum.**

BMCC STUDENT CHARACTERISTICS	
Credit/Non-Credit Headcount	15,059
Total FTE	2,884
Male / Female Ratio	44%/56%
Minority	19%
Average Age	36
Require Remediation	96%
Low Income	83%
First Generation	79.6%
Working	82%

Source: BMCC Registrar, 2002

What is unique is that while BMCC serves over 15,000 credit and non-credit students, these students total only 2,884 full-time equivalents (FTE) – in other words, **it takes five BMCC students to equal one FTE.** And those five BMCC students have far more need than one traditional, full-time student would typically have.

Over the past five years, BMCC's total enrollments (headcount) have increased 11%, much of that increase in the non-credit and developmental populations. An estimated **89% of our students are low income** (at or below 150% poverty level), **79.6% identified themselves as first-generation** college students, and 82% worked at least one job during the previous year. Approximately **one-third of students eligible for financial aid were awarded Pell grants.** Our students require enormous resources to be successful, and BMCC is well aware that the transition from non-credit courses to college-credit courses is a giant leap, one they are counting on us to help them make. For their sake and our own, we must find a way.

In 2001-2002 the student body was 56% female and 44% male, with an average age of 36. Self-reported minority students represented 19% of all students at BMCC. Hispanic enrollments, the largest ethnic minority, have fluctuated over the past five years, from 15% in 1996-1997, down to 9% in 1999-2000, then back up to 12% in 2001-2002. These numbers, which are based on self-reports of ethnicity, probably do not reflect the full extent of the Hispanic student population. For example, English as Second Language courses have grown from 4.4% of total enrollments (602 students) in 1998-99 to 7% (1,054 students) in 2001-2002.

Given the rapidly increasing Hispanic populations in Morrow and Umatilla counties, it is clear, however, that Hispanics are seriously underrepresented in BMCC's student body and that the College is ill-prepared to handle the upcoming growth in potential students who are limited English proficient. In the Milton-Freewater area, 44% of the students in School District 7 now are minority; 40% at McLaughlin High School; and 58% at Grove School (grades K-2). Native American enrollments have grown slowly from 3% to 4% in the last five years, and the nearby Confederated Tribes of the Umatilla Indian Reservation, another underserved community, have made repeated requests for recruiting, support, and educational services sited on the reservation, requests which we have agreed to honor with our recent MOU.

Faculty Characteristics

BMCC employs 62 full-time and 147 part-time faculty members. Full-time faculty members teach 60% of the courses offered at our main campus in Pendleton. Approximately 60 part-time adjuncts teach courses for transferable credit, and approximately 20 part-time faculty members instruct technical and professional courses. BMCC has a tri-semester (term) system, thus the contracted teaching load for the full-time faculty

Faculty Profile, Fall 2002	
Full-time faculty	62
Part-time faculty	147
Minority	8
Master's degrees	48
Doctorate's degrees	7
Average age	45
Male	93
Female	125
Full-time faculty: FTSE ratio	18:1

is 45 instructional units for an academic year, with a load typically consisting of five 3-credit classes during each of the three 11-week terms, fall to spring.

Of the full-time instructors, 48 hold at least a master's degree and 7% a doctorate's degree. Of the full-time faculty, 40% have been employed by BMCC for 10 years or longer, approximately 65% are tenured, and the average age is slightly over 45 years. While our faculty are dedicated and longevity brings continuity and stability, too many years have elapsed since their initial education and training. Our faculty is without guidance for bringing into play best practices in instruction to meet the needs of a largely first-generation, academically underprepared student body. In fact, the remote location of our College in Eastern Oregon places our faculty in an extremely disadvantageous position by not having easy access to other higher education communities. One visitor to our campus described the area as being like another state unto itself, noting the extent to which we are geographically isolated.

A College at the Crossroads

The rapid increase of diverse, at-risk populations, coupled with the state fiscal crisis, has hit BMCC hard and forced a new era upon the College. It is literally impossible for the College to meet the needs of underserved Hispanic and Native Americans and large numbers of students who are low-income, first generation by operating as usual with obsolete, inefficient, and disconnected processes and systems. The fundamental institutional changes that are proposed for this Title III project will greatly strengthen the ability—and the capacity—of the College to help students succeed in ways that will benefit them and their communities in our service area.

COMPREHENSIVE DEVELOPMENT PLAN NARRATIVE-

A. ANALYSIS OF STRENGTHS, WEAKNESSES, AND SIGNIFICANT PROBLEMS AND DESCRIPTION OF ANALYSIS PROCESS
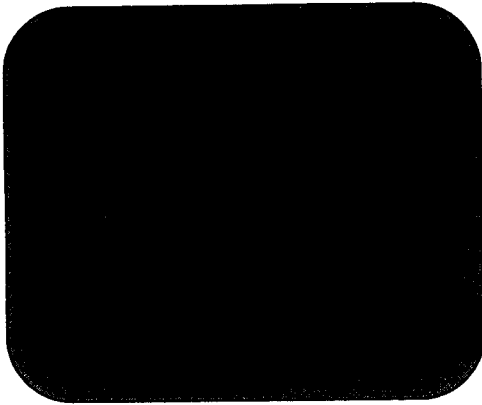
BMCC's planning and self-study processes have provided the College with an accurate, in-depth description of the institution's strengths, weaknesses, and problems in academic programs, institutional management, and fiscal stability. At the end of this section is a detailed description of the thorough analysis process, demonstrating the extensive involvement of the College's major constituencies.

Strengths—Academic Programs

One of BMCC's major strengths is the college-wide commitment to excellence in education and service to communities throughout its vast 18,000 square-mile service area. BMCC offers instruction and training in three primary areas: (1) developmental and college credit/transfer courses; (2) non-credit, skill building courses, including English as a second language/ESL; and (3) professional/technical training for workforce development. The Special Programs department is particularly strong, providing non-credit, basic skills courses to approximately 1,500 individuals each year, 59% of whom are Hispanic and 3% Native American.

Our College has long-standing outreach centers in Hermiston and Milton-Freewater, and recently we added new centers in Baker City and Boardman. Our centers offer some courses on site and, through distance education, access to other courses taught at the Pendleton campus and elsewhere. Over the past six years, the College has expanded its distance education delivery to serve more students in ways more convenient to their needs. Since 1996, enrollments in those courses have increased almost 500%.

We have an articulation agreement with Eastern Oregon University (EOU) for the students in elementary education, with approximately 60 graduates of the program teaching in Northeastern Oregon. A rapidly growing dual-credit program serves more than twenty high schools in Morrow and Umatilla counties.

A fundamental strength of our College is our faculty, both full- and part-time. Their dedication to our students and communities and their willingness to work beyond the limits of their contracts are exemplary. In a College strategic planning workshop in October 2002, participants identified the faculty as one of the core strengths of BMCC.

Strengths—Institutional Management

Strong presidential support for strategic planning is a major institutional management strength that will help guide the College through the future. Upon his arrival in July 2002, President Travis Kirkland, with the BMCC Board of Education, initiated a re-visioning process involving all major constituents that will guide the development of a new mission statement and strategic plan for the college. Importantly, the College has invited the community, business, and regional leaders to actively participate in this re-visioning process to ensure greater College agility and responsiveness to the needs of the area.

In addition, during the last six months, the College has restructured management to promote greater efficiencies and higher-level attention to academic and administrative assessment and accountability; initiated a review of College committees to strengthen governance and internal communication; and initiated a series of monthly open meetings with management, faculty, classified staff, and students.

Strengths—Fiscal Stability

A major institutional strength is widespread and deep community support, in direct contrast to the declining support shown for community colleges at the state level. For example, in November 1998, Umatilla and Morrow County voters passed a $15,755,000 construction bond, the only community college bond in all of Oregon that was approved by voters in that election. The bond made possible facilities construction and renovation, including building construction in outlying centers (Hermiston, Boardman,

Milton-Freewater), and a new science and technology classroom/lab building. The construction projects were completed in March 2001.

Despite revenue shortfalls, BMCC has balanced its budget every year by making necessary expenditure reductions and looking for alternative resources. In July 2000 Baker County was annexed to the BMCC district, enhancing the College's revenues by adding a sizeable tax base and a significant new population. Finally, beginning in 2002, BMCC has placed significant emphasis on garnering third-source revenue to offset declining state funding and to attempt to forestall additional increases in tuition and fees. The College has hired new staff and redefined existing positions to generate increased capacity in the areas of customized training, fund-raising, and grant solicitation.

PROBLEMS AND ASSOCIATED WEAKNESSES

The process of analyzing strengths, weaknesses, and problems in academic programs, institutional management, and fiscal stability has revealed four major problems, symptoms of numerous weaknesses at BMCC, that severely limit our ability to provide the quality of education and student support that the service area needs. This section addresses each of the four problems in terms of: (1) the critical nature of the problem and consequences of not taking immediate action, (2) the causes of the problem, and (3) the analysis that led to probable solutions.

	Academic Programs	
Problem #1	Low Levels of Student Persistence and Performance in Entry-Level Courses
Problem #2	Limited Knowledge Among Faculty of Learning-Focused Instruction for Diverse, Underprepared Students
	Institutional Management	
Problem #3	Inability to Access Information Critical to Assisting Students and Evaluating Outcomes
	Fiscal Stability	
Problem #4	Inadequate Fiscal Resources for New Initiatives to Improve Student Success and Fiscal Stability

Problem #1: Low Levels of Student Persistence and Performance in Entry-Level Courses

While each of BMCC's problems is extremely serious, the most critical problem relates to the low levels of student persistence and performance. The College's open admissions policy and the characteristics of the service area mean that many of our students have high-risk characteristics: academically underprepared (96%), first-generation (79.6%), economically disadvantaged (89%), and non-traditional (average age 36). In fact, our students are so unsure of themselves and their futures, so unskilled in the behaviors that spell success in higher education, so economically and culturally disadvantaged that just coming through our doors is overwhelming. Once here, what they find are systems and processes that are ill-designed to strengthen their skills and academic confidence. Consequently, students are failing to achieve on three levels: (1) they are unable to make a successful transition from non-credit courses into college-level programs, (2) they are exiting the College at alarming rates and not returning, and (3) they are failing general education (gateway) courses at extremely high rates.

Student Transition and Persistence

The transition rate for BMCC students from non-credit to credit courses and from developmental courses to college-level courses is abysmally low. Over the past five years, an analysis of transition rates from one level to the next, from one year to the next, indicates that annually an average of only **1.5%** of non-credit students moves up to developmental course work and only **26.2%** of developmental students go on to enroll in a full college-level curriculum.

Too many students at BMCC are failing to return term to term and year to year. At least 72% of students, non-credit and credit combined (67% of credit students), are failing to persist fall to fall, compared to 51.8% for two-year colleges in the U.S. (ACT, 2001).

An analysis of persistence levels over the past five years is disturbing:

- For English as Second Language (ESL) students, **less than 1%** (or 10 out of the 1,054 Fall 2002 ESL students) will enroll in college level courses.

- Students in developmental courses are dropping out of sight. Almost **two-thirds (62%)** of students enrolled at the developmental level fail to return to BMCC the following year.

- The transition from developmental to college-level courses is unacceptable, with only **a quarter** of students who take at least one developmental course in one year making the complete transition to college credit courses in the following year.

Average BMCC Attrition Rates Over the Past Five Years	
Students enrolled during one year **who do not return the following year**	72%
Students enrolled only one term in a year **who do not return the following year**	56%
Students who **decrease** the number of terms enrolled from one year to the next	79%

Source: BMCC Vice President for Enrollment Services Office, 2002

Student Performance

Failure rates are further indicators of BMCC's serious problem with low student success as shown in the table below. Nearly one-quarter (34.1%) of students enrolled in key general education courses in 2002 failed. Math and College Algebra have the highest percentage of failure at **50% and 41%.**

Gateway Pass/Fail Rates Averaged Over the Past Four Terms	Fail
Introduction to Contemporary Mathematics	50%
College Algebra/Pre-Calculus	41%
English Composition Sequence 121, 122, 123	28%
General Biology Sequence 101, 102, 103	26%
General Sociology Sequence 204, 205, 206	29%
Human Anatomy and Physiology 231, 232, 233	31%

Source: 2002 BMCC Academic Affairs

Even more disheartening is the fact that the rate of students advancing from developmental courses to college-credit courses is worse. **Almost half of students (48.6%) in remedial courses have consistently failed in the past four terms, compared to 30% nationally.**

Developmental Education Pass/Fail Rates Averaged Over the Past Four Terms		Fall
Effective Study Skills		65%
Writing Improvement	(National Rate = 29%)	55%
Math Improvement	(National Rate = 34%)	49%
Effective Reading	(National Rate = 28%)	44%
Spelling Improvement		30%

Source: 2002 BMCC Academic Affairs; NCES 97-584

WEAKNESSES AND PROBABLE CAUSES

Based on our internal analysis and the external analysis report by Student Success and Developmental Education Specialist Dr. Penny Coggins, we have identified key interrelated weaknesses in Student Support Services and Developmental Education that contribute to the problem of low student success (transition into college-level courses, attrition, and poor academic performance) at Blue Mountain Community College.

WEAKNESSES IN STUDENT SUPPORT SERVICES

Ineffective student assessment and placement processes. Clearly the attrition and failure rates noted above strongly suggest that the current systems are not working. One reason is our sporadic testing and placement for entering students. Without a coordinated, automated system we are haphazardly placing students in the courses necessary to ensure their academic success but failing to determine *first* whether they can succeed in those very courses. The problem is compounded by distance, with outlying centers spread across 18,000 square miles having little or no access to what few assessment and placement capabilities we do have. In fact, any testing information those centers receive is in the form of paper copies mailed to those locations—causing delays and inconveniences for our students.

Inadequate advisement system and fragmented orientation. BMCC relies on faculty to advise students since there is only one staff coordinator of advising services for over 15,000 students (2,800 FTE). While students enrolling in 6 credits or more (tri-semester) are assigned a faculty advisor, part-time students are merely encouraged to receive advising. Advisement depends on our faculty, but they receive

minimal training that fails to provide specialized information needed to serve underrepresented, academically underprepared students. Equally important, *"Most students just land here with no clear direction. They have no understanding of what college is, what a career is, or what they might be good at. Sometimes they go through several years of school before they realize that something's not working,"* commented one BMCC veteran staff member during an interview as part of the Title III planning process.

Orientation meetings are offered once a term for new students, though only about 30% attend. Given the high attrition and failure rates of our students and the fact that approximately 80% are first-generation, our College has failed to address the importance and value of an orientation program specifically tailored to them.

> **"There is a serious disconnect between the services that we offer and what students know about the services and how to use them."**
> VP, Student and Enrollment Services, Interview, 2003

Our College provides very few transitional services for adult students working to prepare themselves for college-level work and ESL students. Students are left on their own to develop a vision and plan for further education. ESL students tend to remain isolated from other areas of the College; for example, over the past five years an average of less than 1% of ESL students enrolled in credit courses. Students are coming to our college and finding themselves drifting into a program of study without career aptitude assessments, learning style inventories, or educational plans to guide them.

Ineffective system for early warning and referral. BMCC has been unable to provide timely intervention and follow-up for students who are not attending class or who are failing. Our early warning and referral system is entirely paper-driven. Faculty must fill out reports noting absences and academic difficulty for their students and then send those forms across campus to be processed by hand by the Student Services office. With this kind of system in place, the chances of the faculty member receiving a follow-up are very low and the chances of students in academic jeopardy receiving referrals for intervention

are equally very low. Identification of such students and their referral to tutoring or other support services happen only sporadically and unevenly across the College—if at all.

Limited monitoring of student progress in developmental courses. Our ability to advise students is further hampered by not being able to track the progress of students in developmental courses. The Special Programs office literally relies on anecdotal information from students to track progress from developmental to college-credit level courses. The inability to track individual students or to develop progress reports makes it impossible for managers and faculty to make decisions concerning how to best advise students. (Discussed further under Institutional Management Problem.)

WEAKNESSES IN DEVELOPMENTAL EDUCATION

The academic program at BMCC includes Developmental Education courses in reading, writing, and mathematics. **Almost half of students (48.6%) in remedial courses have consistently failed in the past four terms.** Internal research further indicates that even those students who successfully complete developmental education courses are **failing at a disturbingly high rate in the gateway courses—** *courses that most transfer and technical students must take to complete their degree programs.*

As shown earlier, a sampling of these courses demonstrates that students enrolled in the basic, college-level math courses failed at rates reaching 50%, and well over one-quarter (28%) of students in the Basic English Composition sequence failed. General Education courses targeted for our Title III project (General Biology, Anatomy and Physiology, and General Sociology) have unacceptably high failure rates.

The high failure rates in developmental and gateway courses prevent students from achieving their college and career goals, while at the same time the high failure rates harm the institution's credibility, weaken enrollments, and adversely affect fiscal stability. **Failure to take action means that the problems will only worsen and the service area's low levels of attainment will continue to decline.**

Factors contributing to weaknesses in developmental education include:

Inaccurate assessment and/or placement. (See discussion above under Weaknesses in Student Services.)

Absence of developmental/gateway coordination. BMCC does not have a comprehensive developmental education program (Coggins, 2002) with integrated and centralized functions that promote communications and accountability. Courses are taught in isolation, and students in various divisions are tracked independently. (Organizationally, some developmental classes reside in academic departments, and others are in the Special Programs division.) The handful of full-time faculty members who teach these classes have little time to coordinate their methods or goals with the part-time instructors, who teach most of the classes but have little or no input into curricular decisions. For the same reasons, then, the connection of developmental courses to college-level gateway classes is weak or nonexistent.

Inadequate faculty expertise in developmental education practices. Faculty members who teach developmental classes, whether in academic departments or in Special Programs, are, according to Dr. Coggins, "as ill-prepared to teach these classes as students are to do college work." (2002). In general, instructors rely heavily on lecture methodologies, paper workbooks, and inflexible testing practices. Tutoring services, which must be approved by academic faculty, are rigidly administered. Current principles of learning—how students learn, how learning styles impact learning, and assessment of learning outcomes—are not applied. (See further discussion below under Problem 2.)

Analysis Leading to Probable Solutions

After extensive analysis, BMCC has concluded that there is no single, simple solution to our systemic problems. Under current practices, students are too often expected to "sink or swim" without adequate guidance or support. Following recommendations of such experts as Roueche and Roueche (1993, 1999), Nolan (1989), and Tinto (1993), we advocate more holistic and systematic service delivery designed to engage students and to improve learning among at-risk students. Our college believes that the most

effective solution will be the development and phased implementation of a comprehensive and seamless student support system that includes:

- Proactive transition program to support students transitioning from non-credit levels to developmental education to college-credit courses

- Orientation processes that better prepare and fully engage students

- Comprehensive skills testing and course placement program

- Intrusive and ongoing career and academic advisement

- "Early alert" and referral process for struggling students

- Transformed developmental education program integrating alternative learning strategies addressing the needs of a diverse, at-risk student body

Problem #2: Limited Knowledge Among Faculty of Learning-Focused Instruction for Diverse, Underprepared Students

At BMCC (where the average faculty age is slightly over 45), most faculty members did not "grow up digital" and in many instances lag behind their students in computer literacy. In addition, most instructors lack the time and resources to learn and adopt new teaching strategies that could help them become more effective with at-risk learners.

> *When I have had training on a particular type of technology, it may be some time before I am able to put the new technology or technique into practice. Therefore, I lose many of the concepts and have to start all over again.*
> BMCC Faculty Survey, 2002

In the BMCC faculty survey conducted in November 2002, 98% of respondents expressed a need and desire for professional development to learn new teaching strategies, and almost half of the faculty regarded BMCC's faculty/staff training programs as poorly organized. Only 52% reported that they could effectively use the technology in BMCC's few available technology-equipped classrooms, with lack of training and time to learn identified as the major barriers. Other key results of the faculty survey revealed that:

- 100% believed that training in technology uses is important.

- 96.7% considered training in diverse learning styles important, significant, or critical.

- 100% considered a technology-supported, comprehensive advisement program critical.

- 96.7% considered training in cultural sensitivity important, significant, or critical.

Yet, faculty development at BMCC is fragmented and unfocused and fails to emphasize student learning. There are a few workshops or training sessions relevant to problems of academic failure and high attrition offered occasionally, but distance and time constraints make travel to more comprehensive professional development activities expensive and time-consuming.

The BMCC Faculty Teaching Center has one room with one computer and a modest collection of publications in pedagogy. Though an important first step for our college, the center has inadequate resources to conduct trainings in technology use and new pedagogies. The director of the FTC is funded at only 0.125 FTE (five hours per week), and the center's budget is a mere $6,860. The College's strained financial resources prevent the kind of comprehensive faculty development program that would draw on the expertise of nationally and regionally recognized educators and instructional technology experts to stimulate our own creativity in supporting our students. In fact, our 2002-03 budget for professional development breaks out to the staggeringly inadequate amount of less than 0.05% of the budget.

According to Dr. Coggins, *"Few faculty members have the opportunity to learn teaching strategies critical to the successful instruction for academically at-risk students."* The faculty is far behind the times in teaching methodologies and use of technology largely because of inadequate professional development opportunities. Since most of the faculty graduated from college in the 1970s and '80s, many of them have had little training in new technologies or teaching strategies.

Research shows that underrepresented and at-risk students, such as re-entering and first generation students and Hispanic and Native American populations, thrive with teaching strategies that stress

collaborative learning; experiential learning; group discussion; and interactive, visual guides, such as those that can be provided with computer-aided instruction (Nelson, 1996; Luna & McKenzie1997). In fact, the role of the faculty in promoting student achievement and persistence is paramount, as Vincent Tinto emphasizes in *Leaving College: Rethinking the Causes and Cures of Student Attrition* (1993).

With our changing student demographics and enrollments, the faculty must be prepared both to address a wide range of student abilities, interests, and resources and to develop new teaching strategies that are learning-focused rather than teacher-centered to help our first-generation, underrepresented (Hispanic), and academically underprepared students succeed. Computer and multimedia technologies are among the tools that faculty, when sensitized to the effectiveness of different pedagogies for different audiences and well trained in appropriate uses of technology, can use to reach our nontraditional, at-risk students more effectively (Bundy, 2000; Damashek, 1999; Kowal and Shaw, 1998; and, McCuster, 1999).

Analysis Leading to Probable Solutions

Successful programs for improving teaching/retention strategies should include an array of processes for helping faculty move from an orientation based on content delivery to one based on student learning (Travis, 1996). Students from different cultures respond to instructional approaches that are different from the traditional lecture course (Sanchez 2000, Nelson 1996). BMCC has determined that the most effective way to mitigate the weakness described above is **to develop a comprehensive professional development program for the faculty** to become more effective in teaching and serving our increasingly diverse student body. Part of this program will include professional development in competency-based curriculum development in order to improve successful transition from developmental to college-credit courses. Faculty teaching will be re-energized with the following learning-focused elements:

- Training in technology for instructional use

- Training in diverse learning styles and learning difficulties of at-risk, under-represented students

- Training in competency-based curriculum development

- Training for both faculty and staff in advisement and retention strategies

Problem 4: Inability of Faculty and Staff to Access Information Critical to Assisting Students and Evaluating Outcomes

Faculty and staff at BMCC do not have easy access to student data and are unable to measure outcomes effectively because of an inadequate electronic information system. This problem has become critical in the face of our College's desire to move to an outcomes-based assessment model to improve teaching, learning, and institutional effectiveness under the leadership of our new president.

The current system is based on a POISE system purchased in 1988 and modified over the years to meet institutional needs. It is so difficult to use that its nickname is "POISON." **Only one staff person fully understands the system and how to extract data.** The system is extremely limited in its utility; it cannot produce many of the reports or fundamental data needed for effective institutional management and to support student services. Indeed, the data on which this CDP is based are as reliable as could be achieved only through months of painstaking information-gathering processes. Staff produced much of the data through manual calculations of information pulled from paper files. The existing computer system that tracks student information was reprogrammed repeatedly to try to capture attrition and persistence rates, but, because the system was not originally set up for this purpose, the numbers are only as good as the data entered into the system over time.

In 1998, *more than five years ago*, Athene Consultants evaluated the state of information technology at our college, noting in its report that "several functions necessary for the modern administration of student records are entirely missing." Athene's top recommendation was to scrap the entire system and acquire a completely new management information system. Many of the weaknesses identified in Athene's report

are the same weaknesses presented below because their mitigation depends on this new acquisition, which in its totality is far beyond our reach.

- **Student services are fragmented, without shared definitions, forms, and culture.** The 13 outlying centers maintain their own systems, many of which are not connected to the central offices in Pendleton. The antiquated, decentralized student information system used by the College seriously hinders a comprehensive effort to remedy this weakness. To share student information, our college has resorted to sending faxes from the main campus not only to the outlying centers but also to offices on our Pendleton campus!

- **System limitations also adversely affect management of data crucial to assisting students.** Financial aid, student records, recruitment, student billing and receivables do not have compatible systems and must be processed separately and manually—creating delays in the processes, confusion, and an impossible approach to matriculation for students who are already intimidated by higher education.

- **Internal expertise in research tools, design, and tracking is unavailable** because of limited staff and resources.

Analysis Leading to Probable Solutions

The College has determined, through long, frustrating experience buttressed by the 1998 consultant's recommendation, that the solution to the significant problem described above is to:

- Acquire and implement a centralized Student Information System and Financial Aid System (SIS/FAS)

- Provide access and training for faculty, staff, and administrators to use the SIS as the basis of continuous quality improvement in teaching, learning, and institutional effectiveness

- Train faculty, staff, and administrators in data-driven decision-making processes

Problem #4: Inadequate Fiscal Resources for New Initiatives to Improve Student Success and Fiscal Stability

BMCC is, arguably, in the worst fiscal crisis of its 40-year history. Drastically declining state revenues, local funding capped by state mandate, tuition rate increases, rising health care and pension fund costs, and enrollments (which generate state funds for the College) remaining relatively flat have together seriously threatened BMCC's ability to fulfill its mission: helping students—all students—succeed. Even that mission strains resources, since our more than 15,000 students generate less than 3,000 FTEs and the characteristics of the students themselves are compelling us to change to support them.

WEAKNESSES AND PROBABLE CAUSES

State funding has reached historic lows. The Oregon Legislature meets once every two years, with other special sessions called for emergency situations. Facing continuous, precipitous declines in state revenue as the economic recession deepened, the 2001 Legislature met in an <u>unprecedented five special sessions</u> in 2002 to balance the state budget by cutting programs and agency budgets. As a result, in the last two years, funding for Oregon's 17 community colleges has been **reduced 32%** (Illinois State University Center for Higher Education and Finance, Grapevine Report, 2003). Not surprisingly, Oregon leads the nation in reduction of higher education appropriations at -11%.

BMCC, which has used up its reserves over the past five years in an attempt to ride out the economic storms, initially balanced its 2002-03 budget by raising tuition (now among the highest for Oregon's community colleges). As further budget cuts were mandated by the legislature in August 2002, just one month before classes began, BMCC cut its budget, again. In a special election in January 2003, Oregon voters rejected a temporary income tax increase referred by the Legislature, immediately forcing BMCC to reduce its 2002-03 budget by an additional $221,000 by leaving positions vacant and again raising tuition only five months before the end of the fiscal year.
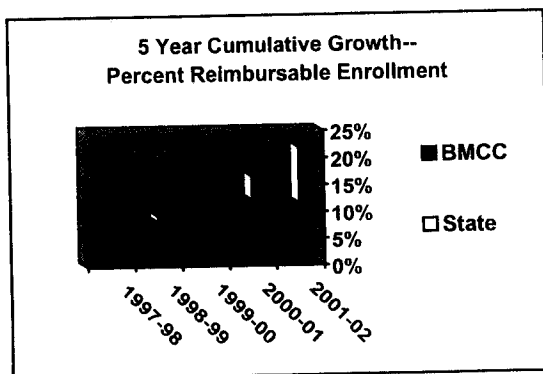
Local support, though very strong, has limited effect on BMCC funding. Historically, local property tax dollars, supplemented by state general fund dollars, were the primary source of institutional income for Oregon's community colleges. In the early 1990s, a statewide vote passed Measure 5, which phased in a cap on local property taxes and shifted the funding burden to the state, significantly altering the proportion and mix of funding for K-12 schools and community colleges. Though voters in Northeastern Oregon strongly opposed Measure 5 and strongly support the College—as evidenced by the construction bond passed in 1998—the net result is that local communities in BMCC's region are unable to vote for

Comparison of BMCC General Fund Resources 1989-90 Through 2002-03
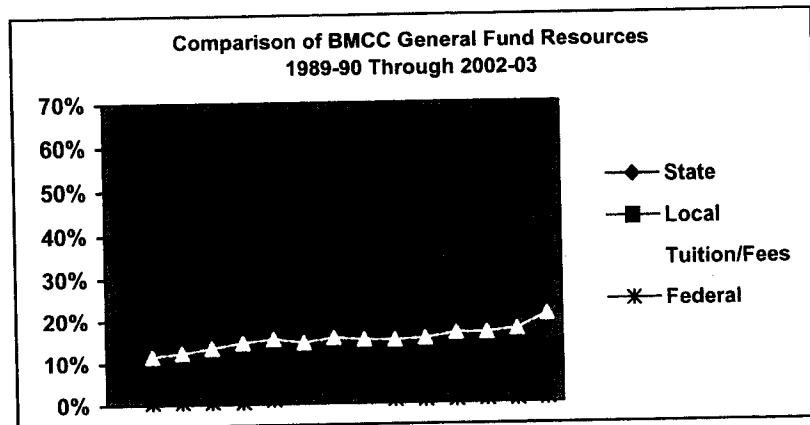
increased local funding for the College. This chart compares the respective levels of general fund resources for BMCC since Measure 5 passed in 1989.

Enrollments, the primary basis for income generation, are flat. In 1999 the state implemented a new model for disbursing state funds to community colleges based on FTE and institutional size. BMCC improved its record-keeping processes to capture FTE more accurately and experienced a spike in both FTE and state revenue in 1999-2000—as did other colleges. The next year, however, as the state redefined the eligibility of certain enrollments, our FTE dropped, and it has remained essentially flat since then. Larger, primarily urban community colleges with increasing FTEs have received more funding, while BMCC's funding has declined, as shown on this chart comparing reimbursable enrollment growth for the state and BMCC.

5 Year Cumulative Growth-- Percent Reimbursable Enrollment

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Private support is limited. The local economy has been hard hit by recession, and private charitable support is limited in our sparsely populated, rural service area. As noted in the previous section, four of the six counties in BMCC's service area are classified by the state as economically distressed **in their entirety**; within Morrow and Umatilla counties, sixteen communities are officially distressed. The few large businesses that exist in the region are also experiencing financial difficulties. The potential is limited, therefore, for corporate or other private contributions to offset reduced state funding.

Our development program has barely gotten off the ground. The BMCC Foundation is only five years old; its endowment of $1.4 million has declined due to stock market conditions to such an extent that the BMCC Foundation was able to award only a very few scholarships for 2002-03. In July 2002, the College hired a Director of Grants to begin an aggressive effort to acquire grant funds. In late summer 2002 the College redefined one administrator's position to focus on developing for-profit, customized training programs. Several new programs are under development, but their potential for becoming revenue-producing ventures is yet to be realized.

Analysis Leading to Probable Solutions

Two important solutions to BMCC's budget crisis will be to (1) persuade legislators to return budget control to local communities, and (2) increase third-source revenue. President Kirkland is pursuing both of those strategies, the latter evidenced by this proposal. This Title III application is, in fact, a **major** institutional strategy to increase our capacity to become self-sufficient. Title III funds will provide critical support for strategies identified by the College to improve enrollment-based funding by increasing the transition of non-credit to credit students and developmental to college-level enrollments:

- Effective implementation, with ongoing assessment and improvements, of a fully re-designed student support system and a new Student Information System/Financial Aid System
- A structured Transition Program and re-designed developmental education/gateway courses

- Technology-supported advisement and career/education planning for students throughout BMCC's vast service area

- A comprehensive faculty/staff development program

DESCRIPTION OF ANALYSIS PROCESS

BMCC's proposed Title III project is grounded in the goals and objectives that were developed through a College-wide process involving the elected Board, management, faculty/staff committees, students, and community representatives from the our service area. When President Kirkland joined BMCC in July 2002, he immediately launched an institutional assessment and strategic planning process to review the College's strengths, weaknesses, problems, and opportunities. The strategic planning process has been interwoven with the development of the CDP for this Title III proposal, as well as with the College's current self-study for our 2004 reaccreditation review.

A key feature of the planning has been extensive interaction with the public to seek clearer articulation of how the College might better serve community needs. For example, the College has held an ongoing series of **Strategic Conversations** with leaders of key constituency groups in our service area, including medium-to-large businesses, small business owners and professionals, K-12 partnerships, agriculture partners, the Confederated Tribes of the Umatilla Indian Reservation, health care officials, and Hispanic communities in Hermiston and Milton-Freewater. These Strategic Conversations provide a wealth of important community perspectives and commentary.

On October 1, 2002, President Kirkland hosted a "visioning" retreat to identify our strengths and challenges and to begin to chart possible new directions for the College. The retreat included key members of the BMCC administration and faculty as well as representatives of local business and community leaders. The intense discussions held that day generated a number of ideas that have been incorporated into the CDP, such as a restructuring of services to become more student-centered, increased

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attention to the needs of under-represented groups, and more strategic use of technology and information systems to improve academic quality and management decisions.

Our CDP both reflects and has contributed to the College's strategic planning process. For example, the analysis of the data generated for the CDP—much of which the College had not collected before—has stimulated a review of organizational structure and allocation of resources to better meet student needs.

Internally, the Title III CDP was the work of a broad-based team headed by the Director of Grants, in close consultation with President Kirkland and the President's Cabinet. The team conducted several brainstorming sessions to identify the College's most significant problems and associated weaknesses and to discuss how best to resolve them. Staff members in Information Services, Instruction, Student and Enrollment Services, Special Programs, the Business Office, the centers in Hermiston and Milton-Freewater, and the Library have wrestled with inadequate, fragmented data to produce—often manually and through painstaking, time-consuming processes—the information and statistics necessary for this proposal. Faculty, staff, and student members of the College's accreditation steering committee and five associated standards committees have assisted the proposal team in the analysis of institutional data and the development of the CDP.

Faculty Association meetings and a **faculty survey** conducted in November 2002 yielded valuable faculty perspectives on the College's significant problems and the faculty's use of technology and professional development needs. Students contributed their views, as well, through the proposal coordinator's meetings with the BMCC Associated Student Government (ASG) in November 2002, subsequent discussions with the ASG leadership, and a College-wide **student survey** conducted in February 2003. The survey solicited student views of College services and obstacles to successful completion of academic goals. Students also participated in a special luncheon session with Dr. Penny Coggins, a Student Success Specialist, who visited BMCC in December 2002.

Communication among the administration, students, faculty, and staff has significantly increased since the arrival of President Kirkland. He routinely sends email announcements to and participates in regularly scheduled monthly meetings with these groups, in which information is shared and feedback sought about accreditation, strategic planning, Title III planning, the College budget, and other important institutional issues. These meetings, new to the College culture, have fostered an unprecedented College-wide awareness of the significant problems that the College must overcome and have helped to strengthen a sense of community and solidarity in fiscal adversity. **The student government undertook a publicity campaign to get out the vote for the special income-tax election in late January, demonstrating a clear understanding of the critical issues faced by the College.**

Finally, throughout the proposal development process, the President regularly met with the BMCC Board of Education, consisting of seven elected community leaders from our service district, to report on proposal's status, key findings, and directions. They have provided direction and advice for this project.

B. KEY, OVERALL GOALS FOR THE INSTITUTION

The "breakthrough goal" of our Strategic Plan is *"To improve access and facilitate learning, thereby increasing enrollments and providing for the ongoing growth of Blue Mountain Community College."* The following key goals are designed to advance the College toward the breakthrough goal. Due to space limitations, **only goals related to the Title III proposal are listed here.**

Academic Program Goals:

1. Strengthen academic programs and support services to increase student success.

2. Improve developmental course offerings to increase student skill levels.

3. Integrate alternative teaching strategies in developmental and general education courses.

4. Improve and systematize professional development for faculty and staff.

5. Increase the student transition from skill building and ESL programs to college courses.

Institutional Management Goals:

6. Integrate and redesign services that enable students to gain more from the college experience by developing a comprehensive, accessible student orientation program and other special services.

7. Reorganize student services to move toward centralized student advising to include academic program advising, course advisement, and career advisement.

8. Integrate improved student information system with college-wide system.

Fiscal Stability Goals:

9. Improve the fiscal health of the institution by implementing new programs to increase enrollment and retention.

## C. MEASURABLE OBJECTIVES FOR THE INSTITUTION
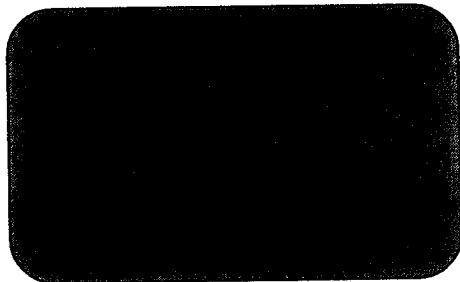
The following chart indicates the measurable objectives of this Title III proposal in relation to the institutional goals. Taken together, they will improve fiscal stability and institutional capacity as expressed by BMCC's breakthrough goal. The objectives are directly related to each major problem identified through BMCC's process of analysis in the development of the CDP.

Objectives / Actions & Timeframes / Goals		
Measurable Objectives	**Actions and Timeframes**	**Goals**
1. By 2008, the College's student attrition rate will have decreased from 65% in the 2002-2003 baseline year to 50%, following implementation of a comprehensive transition/retention system.	1.1 Develop skills in faculty/staff to address the diverse learning styles, support needs of at-risk students—Fall 2003-Spring 2008 1.2 Develop and test a modified Developmental Education program and modification of high-risk Gateway courses— Spring 2004-Fall 2008 1.3 Develop and pilot intervention services for at risk students— Spring 2003-Spring 2008 1.4 Develop technology-supported intake and tracking strategies—Fall 2003-Spring 2008	1, 2, 3, 4, 5, 6, 7, 8, 9

Measurable Objectives	Actions and Timeframes	Goals
2. By 2008, the transition of students from non-credit and ESL programs into developmental and college-level courses will have increased from 5% in the 2002-2003 baseline year to 15%.	2.1 Develop in faculty/staff improved knowledge of the diverse student population—Fall 2003-Spring 2007 2.2 Develop in faculty/staff the ability to meet the diverse learning and support needs of non-credit, ESL students—Fall 2003-Spring 2007 2.3 Develop and test a Transition Program that includes orientation, study skills, accelerated remediation and a new career planning/mentoring system—Fall 2004- Spring 2007	1, 3, 4, 5, 6, 7, 8, 9
3. By 2008, the success rate in developmental education and high-risk gateway courses will be at least 7 percentage points higher, overall, than the success rate in the 2002-2003 baseline year.	3.1 Develop the skills of faculty to address diverse learning styles through their instructional delivery and to write course competencies and appropriate assessments—2003-2007 3.2 Implement Computer Assisted Instruction (CAI) in the basic skills courses and high risk gateway courses—Fall 2003-Fall 2006 3.3 Develop Student Support System—Fall 2003-Spring 2008	
4. By 2008, the number of faculty members using competency-based curricula and alternative teaching strategies will increase by at least 35 percentage points over an estimated 20% percent using these strategies in the 2002-2003 baseline year.	4.1 Involve faculty in professional development in alternative teaching strategies, including CAI/MAI, that support diverse learning styles, active learning, discovery learning, and collaborative learning. Spring 2004-Spring 2008 4.2 Involve faculty with professional development in competency-based, learning-focused strategies and assessment of learning outcomes. Spring 2004-Spring 2008	1, 2, 3, 4, 9
5. By 2008, self-service access to critical information for faculty and staff will have increased by at least 50%, when compared with access in the 2003-2004 baseline year.	5.1 Test BANNER modules related to student assessment, tracking, and Early Alert and Referral. Spring 2004-2007 5.2 Train faculty and staff in the use of assessment/tracking modules; link outlying centers. Spring 2004-2008	6, 7, 8, 9

D. INSTITUTIONALIZING PRACTICES AND IMPROVEMENTS
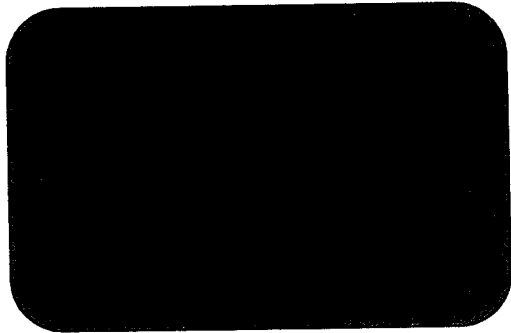
Blue Mountain Community College sees this Title III project as a primary means to help accomplish the College's breakthrough goal: *"To improve access and facilitate learning, thereby increasing enrollments and providing for the ongoing growth of Blue Mountain Community College."* We are acutely aware that this opportunity *is* the breakthrough opportunity. This philosophy makes institutionalizing grant-funded activities a top priority. College-wide awareness of the severity of BMCC's problems has created "ownership" of the project, from the President's office throughout the institution. Consequently, this project has been carefully designed to (1) use grant funds to leverage our existing resources to the utmost extent possible, (2) create systems and processes that can be fully sustained within our current organizational structures and fiscal constraints, and (3) increase the expertise of our faculty and staff to the point where they become the experts to whom we can turn for continuing the practices and improvements begun with Title III funding and for developing new ones when needed.

Through the leadership of President Kirkland, the project team, and the President's appointees to the Internal Monitoring Team (IMT), the project will receive high visibility as a top institutional priority throughout the life of the grant. Such leadership and the community's constant exposure to the project are essential to institutionalization of the new systems and processes.

The proposed Activity has been designed to institutionalize tested practices and improvements developed with Title III funds in an incremental fashion as the project proceeds. The College will use one or more of the following strategies to institutionalize each new practice and improvement:

- Redesign and Dissemination—Taking a practice developed in the Title III project (in a single course or department, for example) and adapting it to an entire program.

- Maintenance of Effort—Incorporating a new procedure (such as new training procedures) into the ongoing practice of a department, using existing staff and budgets.

- Technology Transfer—Applying new technologies developed during the Title III project (such as WolfTrax) to ongoing equipment purchase, use, and maintenance plans.

- Strategic Expansion—Allocating, when necessary, part of the College's general fund budget to continue essential personnel and for maintenance and equipment upgrades that were initiated with Title III funds.

Governance and Approval Issues

Title III project activities will be integrated into the ongoing operation of BMCC through the same established governance and approval mechanisms governing other College programs. For example, the President will appoint faculty, staff, and students to the oversight teams for each activity component to ensure broad representation and institution-wide involvement in the project. **The Title III Coordinator will report directly to the President** and will meet regularly with the President's Cabinet, the Internal Monitoring Team, and the College Coordinating Council (which includes representatives from all functional areas).

The President and the Title III Coordinator will present any changes in procedures or systems that affect College policy to the BMCC Board of Education, which meets monthly, for Board approval. Other requests or recommendations for changes in curriculum or administrative practices that come about as a result of Title III activities will be presented to the appropriate College committee(s) and tracked by the College Coordinating Council through established planning and decision-making processes. Under new

governance guidelines established by President Kirkland, the standard turn-around time for committee deliberations and recommendations is approximately six weeks.

Institutionalization of Costs for Continuation of Practices

While all these procedures are essential to the overall institutionalization of new practices and improvements, none is more critical than how we will finance continuing costs. We have given this the most careful consideration in our project design, knowing that these improvements are critical to our future and that we must be able to take them over financially when the development process ends. Our strategies for this include the following:

Retain only those grant positions which cannot be continued with current levels of staffing. Because of their vital importance to the College, the full-time Student Information Specialist position and the half-time Student Support Specialist position will be retained (approximate Year 6 costs = $102,000 with benefits).

Assume a portion of the costs for these positions beginning in Year 3 of the grant so that the impact to the general fund budget will be reduced when Title III funding ends (approximate Year 6 additional costs = $39,000 with benefits)

Fund infrastructure maintenance costs from the general fund from date of acquisition, again reducing the impact at the end of the funding cycle. BMCC's Information Technology operational budget will institutionalize infrastructure and connectivity expenses associated with the grant. BMCC will continue to provide the computers and hardware, and any upgrades necessary, to maintain the integrated SIS/MIS system. (Year 6 costs estimated at 30% of Year 5 equipment costs = $27,630.)

Develop fiscally conservative revenue projections when calculating increased revenues from project impact. For the purposes of illustrating BMCC's ability to institutionalize ongoing costs, we have taken the approach of projecting revenue increases based on tuition revenues only, excluding all other institutional revenue sources, including fees, state appropriations, local funding, and third-party funding.

Based on conservative estimates by the BMCC business office, increased annual revenues resulting from a 5% increase in FTE = 138 students x 15 credits x $57 per credit hour = **$117,990.**

In addition to increased revenues through increased retention and enrollment, replacement of the POISE system will free up **$83,000** in salary + benefits for management of POISE.

Revenue generation/decreased expenditures are conservatively estimated at $200,990 versus new costs for project continuation of $168,630.

Commitment

The success of BMCC's plan to institutionalize the practices, programs, and systems established in this project depends on the degree to which the top-level administration supports individual components becoming permanent features of the College. In an era of severe cutbacks in higher education in Oregon, President Kirkland and the Board of Education are committed to the institutionalization of practices and improvements of this Title III proposal for transforming our college and creating a seamless learning environment for our students.

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PART II – DEVELOPMENT GRANT SPECIFICS–

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A. PRIOR TITLE III SUPPORT

None.

B. RANKING ACTIVITIES

BMCC proposes one Activity with four comprehensive, interrelated components.

C and D. NARRATIVE OF THE ACTIVITY AND ACTIVITY TITLE

The title of the Blue Mountain Community College Activity is **A Seamless Learning Environment for Student Success.** According to George Kuh, Professor of Higher Education at Indiana University, "In seamless learning environments, students are encouraged to take advantage of learning resources that exist both inside and outside the classroom.... student affairs professionals must form partnerships with faculty and academic administrators to create the conditions that motivate and inspire students to take advantage of institutional resources for learning" (*Journal of College Student Development*, 1996).

The proposed Activity addresses four problems identified in the Comprehensive Development Plan: (1) Low Levels of Student Persistence and Performance in Entry-Level Courses; (2) Limited Knowledge Among Faculty of Learning-Focused Instruction for Diverse, Underprepared Students; (3) Inability of Faculty and Staff to Access Information Critical to Assisting Students and Evaluating Outcomes; and (4) Inadequate Fiscal Resources for New Initiatives to Improve Student Success and Fiscal Stability.

Our approach is to attack the problems through four interrelated components that will link academics, student affairs, and information technology at our institution: (1) *Re-Designed Student Support System for Student Success,* (2) *Strengthened Entry-Level Curriculum for Student Success,* (3) *Learning-Focused Instruction for Student Success,* and (4) *Integrated Student Information System for Student Success.*

❖ **Component One** proposes a Transition Program for planned articulation among non-credit, developmental and college credit courses and comprehensive student support services such as redesigned, online advisement/orientation, career/education planning, and early alert/referral.

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❖ **Component Two** strengthens developmental Reading, Writing, and Math courses and gateway courses (general education) English Composition, General Biology, Anatomy and Physiology, and General Sociology by infusing the curriculum with learning strategies such as computer-assisted learning and media-assisted learning proved effective for a diverse student body.

❖ **Component Three** focuses on faculty professional development in teaching/learning that is competency-based and learning-focused.

❖ **Component Four** proposes an integrated Student Information System/Financial Aid System (SIS/FAS) interfaced with BMCC's Management Information System and with a redesigned student support system (Component #1).

E. ACTIVITY OBJECTIVES AND PERFORMANCE INDICATORS

Form 851A-2 begins on the following page.

GRANT APPLICATION FOR TITLE III, PART A PROGRAMS

Title III, Higher Education Act of 1965, as amended by Public Law 103-325

ACTIVITY OBJECTIVES AND PERFORMANCE INDICATORS

1. Name of Applicant Institution: Blue Mountain Community College	2. Activity Title: A Seamless Learning Environment for Student Success
3. Major Objectives In Measurable Terms	4. Performance Indicators

Year One: 2003—2004

(Design Year: Year 1 Process Objectives lead to outcomes in later years)

3. Major Objectives In Measurable Terms	4. Performance Indicators
1. By September 30, 2004, the number of at-risk students assessed for career aptitudes and interests will increase by at least 35% over the number of at-risk students assessed in the previous academic year.	1.1 In the 2003-2004 academic year, the number of at-risk students assessed for career aptitudes and interests will increase by at least 35% over the number of at-risk students assessed in the previous academic year, as verified by the Activity Director/Student Support Specialist by September 30, 2004.
	1.2 Among a cohort group of 100 at-risk students who have been assessed for career aptitudes and interests and have developed Career/Education Plans, the persistence rate from the Spring to the Fall 2003 trimester will be at least 5% higher than the persistence rate for at-risk students in the 2001-2002 baseline year, as verified by the Activity-Director/Student Support Specialist by September 30, 2004.
2. By September 30, 2004, the percentage of entering college students who are appropriately placed and enrolled in developmental education courses will increase by at least 25% over the fall 2003 baseline percentage.	2.1 By September 30, 2004, the number of faculty advisers who have online access to placement scores will have increased by at least 25% over the number who had access in the previous academic year, as verified by the Student Information Specialist and Activity Director/Student Support Specialist.
	2.2 Among the assessed students entering in the 2004 fall trimester, there will be at least a 25% increase in the number who are appropriately placed and enrolled in developmental education courses when compared with the fall 2003 baseline, as verified by the Activity Director/Student Support Specialist by Sept. 30, 2004.

GRANT APPLICATION FOR TITLE III, PART A PROGRAMS

Title III, Higher Education Act of 1965, as amended by Public Law 103-325

ACTIVITY OBJECTIVES AND PERFORMANCE INDICATORS

1. Name of Applicant Institution: Blue Mountain Community College	2. Activity Title: A Seamless Learning Environment for Student Success
3. Major Objectives In Measurable Terms	**4. Performance Indicators**
3. By September 30, 2004, there will be a 25% increase in the number of Reading/English faculty who have incorporated the use of competency-based strategies and computer and media-assisted instructional methods into their courses over the 2003 level as a result of faculty development activities.	3.1 At least 75% of the Reading/Writing faculty (both full-time and part-time) will participate in faculty development activities designed to introduce faculty to Mastery Learning strategies and alternative teaching strategies that address the diverse learning styles of at-risk students, by April 1, 2004, as verified by the Activity Director and Learning Specialist. 3.2 At least 25% more Reading/Writing faculty members, overall, will have incorporated new competency-based teaching strategies and new CAI/MAI modules into their curriculum, where appropriate, when compared with the 2000-2001 baseline year, as documented in the course syllabi reviewed by the Learning Specialist, by September 30, 2004.
4. By September 30, 2004, at least 75% of the faculty and staff participating in professional development will demonstrate increased knowledge and competencies in new technologies that support student retention.	4.1 At least 50% of the full-time faculty and staff and at least 25% of the part-time faculty will participate in at least two of three SIS workshops, by September 30, 2004. 4.2 Of those participating, at least 75% will show increased knowledge of SIS use and strategies designed to increase effective support for at-risk students, by September 30, 2004, as verified through pre- and post-tests administered by the Learning Specialist.
1. By September 30, 2005, trimester-to-trimester retention of at-risk students will increase by at least 5% over the previous year, following a pilot test of the new advisement model, which includes clarification of career and college goals and proactive, one-on-one advisement for at-risk students.	1.1 At least 100 at-risk students (with at least 50 from non-credit and ESL courses) will participate in the pilot-test of the career/education planning model, with at least 85% completing a Career/Education Plan and meeting at least twice during each trimester with the Activity Director/Student Support Spec. or an assigned faculty advisor, by May 1, 2005.

ED Form 851A-2

GRANT APPLICATION FOR TITLE III, PART A PROGRAMS

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ACTIVITY OBJECTIVES AND PERFORMANCE INDICATORS

1. Name of Applicant Institution: Blue Mountain Community College	2. Activity Title: A Seamless Learning Environment for Student Success
3. Major Objectives In Measurable Terms	4. Performance Indicators
	1.2 Among the 100 students participating in the pilot-test of the new advisement model, there will be at least a 5% increase in trimester-to-trimester retention when compared with the retention rate of the previous year, as verified by the Activity Director/Student Support Specialist by September 30, 2005.
2. By September 30, 2005, pilot-test students enrolled in modified Reading and English courses, with integrated competency-based and CAI/MAI strategies, will have at least a 7% higher pass rate and a 5% higher transition rate to the next level than students in traditional courses.	2.1 Among students in the pilot-test group enrolled in modified Reading and English courses, at least 75% will master the designated competencies and pass the course with a C or above, as verified by the instructors and the Learning Specialist, by May 1, 2005.
	2.2 The pass rates and transition rates for students in the modified courses will exceed the pass and transition rates of students not enrolled in the modified courses by at least 7% and 5%, respectively, as verified by the Learning Specialist by May 1, 2005.
3. By September 2005, 70% of pilot users (front-line staff) will rate accuracy and accessibility of Student Information satisfactory or better.	3.1 By January 2005, 90% of the student information database will be correct.
	3.2 By May 2005, information in the pilot database will be 75% more accurate and 50% more accessible than the non-pilot portion of the database.
	3.3 By September 2005, pilot users of the Student Information System will demonstrate proficiency with 90% of the required competencies of the new system.
Year Three: 2005-2006	
1. By September 30, 2006, the trimester-to-trimester persistence of at-risk students participating in the Transition Program will be 7% higher than the persistence rate of at-risk students in the 2002-2003 academic year.	1.1 Among 100 at-risk GED and ESL students participating in a pilot-test of the Transition Program, the transition rate to college-level courses will be at least 7% higher than the transition rate of GED/ESL students in the baseline year (2002-2003), as verified by the Activity Director/Student Support Specialist by September 30, 2006.

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ED Form 851A-2

GRANT APPLICATION FOR TITLE III, PART A PROGRAMS

Title III, Higher Education Act of 1965, as amended by Public Law 103-325

ACTIVITY OBJECTIVES AND PERFORMANCE INDICATORS

1. Name of Applicant Institution: Blue Mountain Community College	2. Activity Title: A Seamless Learning Environment for Student Success
3. Major Objectives In Measurable Terms	4. Performance Indicators
4. By September 1, 2006, pilot-test students in modified basic Math courses will have at least a 7% higher pass rate and a 5% higher transition rate than students enrolled in traditional basic skills courses.	2.1 Of the pilot-test students enrolled in modified, mediated Math courses, at least 7% more will complete and pass their course with a C or above by September 1, 2006, as compared to students in traditional courses, as verified by the Learning Specialist and instructors. 2.2 Pilot students enrolled in modified, mediated Math courses will exhibit a 5% higher transition rate to the higher-level math courses than students in traditional courses, as verified by the Learning Specialist by September 30, 2006.
3. By September 2006, students who participate in pilot on-line assessment, placement and registration will express 25% greater satisfaction with these processes than students using traditional services, as measured by a student survey.	3.1 By February 2006, students participating in interactive on-line training will demonstrate 70% of the required competencies. 3.2 By September 2006, 80% of trained users of on-line assessment, placement, and registration will rate services Satisfactory or Better.
4. By September 2006, accuracy and accessibility of Financial Aid information will be increased by 20% over baseline 2002-2003, as measured by the accuracy and timeliness of financial aid awards.	4.1 By January 2006, 90% of the financial aid database will be corrected. 4.2 By May 2006, information in the pilot database will be processed with 75% greater accuracy and 50% greater speed than the non-pilot portion of the database. 4.3 By September 2006, financial aid staff will demonstrate proficiency with 90% of the required competencies of the new system.
5. By September 2006, 40% of faculty and staff will use the new Student Information System for student tracking, advising, and/or intervention.	5.1 By September 2006, 90% of student information will be available through the new SIS module. 5.2 By September 2006, 50% of full-time faculty and staff will demonstrate understanding of 75% of the functions of the system, as measured by pre- and post-tests.

GRANT APPLICATION FOR TITLE III, PART A PROGRAMS

Title III, Higher Education Act of 1965, as amended by Public Law 103-325

ACTIVITY OBJECTIVES AND PERFORMANCE INDICATORS

1. Name of Applicant Institution: Blue Mountain Community College	**2. Activity Title: A Seamless Learning Environment for Student Success**
3. Major Objectives In Measurable Terms	**4. Performance Indicators**

Year Four: 2006-2007

Major Objectives In Measurable Terms	Performance Indicators
1. By September 30, 2007, the term-to-term persistence rate of students who participate in pilot of the Early Alert and Referral system will be 6% higher than the persistence rate of at-risk students who did not participate in the Early Alert and Referral system.	1.1 Based on reports by the Activity Director/Student Support, at least 75% of the students referred for tutoring or other assistance through Early Alert will receive the prescribed assistance, by May 1, 2007.
	1.2 The cohort group participating in the Early Alert pilot will persist to the subsequent trimester at a rate 6% higher than those at-risk students (those with less than a 2.0 average) who did not participate, as verified by the Activity Director/Student Support Specialist by September 30, 2007.
2. By September 30, 2007, student retention from non-credit programs and outlying centers will have increased by at least 10% over the baseline year (2003-2004), following the linkage of students and faculty to the new online advising/intervention strategies and implementation of a redesigned transition process.	2.1 Student and faculty satisfaction with access to orientation, registration, and course information will increase by 25% over the 2003-2004 baseline year, as verified by the Activity Director/Student Support Specialist and Student Information Specialist in student and faculty surveys by September 30, 2007.
	2.2 By September 30, 2007, at least 10% more students from the outlying centers will continue their enrollment in the subsequent trimester, when compared with the 2003-2004 baseline year, as verified by the Activity Director/Student Support Specialist.
3. By September 30, 2007, students participating in pilot test will have at least a 5% higher satisfactory completion rate in modified Level I gateway courses than students in traditional courses.	3.1 Of the pilot-test students enrolled in modified Level I gateway courses, at least 5% **more** will complete and pass their course by September 30, 2007, as compared to students not involved in modified courses, as verified by the Learning Specialist and the course instructors by September 30, 2007.
	3.2 Students enrolled in modified, mediated Level I gateway courses will exhibit a 5% higher retention rate than students in traditional courses, as verified by the Learning Specialist by September 30, 2007.

GRANT APPLICATION FOR TITLE III, PART A PROGRAMS

Title III, Higher Education Act of 1965, as amended by Public Law 103-325

ACTIVITY OBJECTIVES AND PERFORMANCE INDICATORS

1. Name of Applicant Institution: **Blue Mountain Community College**	2. Activity Title: **A Seamless Learning Environment for Student Success**
3. **Major Objectives In Measurable Terms**	4. **Performance Indicators**
4. By September 2007, 10% or fewer Financial Aid calculations will be done manually.	4.1 By September 2007, 90% of financial aid and eligibility determinations will be accurate and timely. 4.2 By September 2007, 85% of financial aid awards will be accurate and timely.
Year Five (2007-2008)	
1. By September 30, 2008, the College's student attrition rates will have decreased from 65% in the 2002-2003 baseline year to 50%, following implementation of a comprehensive transition/retention system.	1.1 By September 30, 2008, the retention rate for entering freshman students will increase to 50% or more when compared with the baseline year 2002-03, as verified by the Activity Director/Student Support Specialist.
2. By September 30, 2008, the transition of students from the GED and ESL programs to college-level programs will have increased from 5% in the 2002-2003 baseline year to 15% or more.	2.1 By September 30, 2008, the transition rate of students from the GED and ESL programs into college-level programs will have increased to at least 15% or more, as verified by the Activity Director/Student Support Specialist.
3. By 2008, the success rate in developmental education and high-risk gateway courses will be at least 7 percentage points higher, overall, than the success rate in the 2002-2003 baseline year.	3.1 By September 30, 2008, the college's course attrition rate will have decreased by 7 percentage points in developmental and gateway courses from 2002-2003 levels, as verified by the Activity Director/Student Support Specialist.
4. By 2008, self-service access to critical information for faculty, students, and staff will have increased by at least 50%, when compared with access in the 2003-2004 baseline.	4.1 By September 2008 80% of trained users of on-line FAFSA, financial aid and scholarship services will rate these services Satisfactory or Better. 4.2 By September 2008, students participating in pilot on-line FAFSA, financial aid searches and scholarship searches will express 25% greater satisfaction with these services than traditional users. 4.3 By September 2008, 80% of trained users of on-line career tools will rate these services Satisfactory or Better.

F. NARRATIVE SHOWING RELATIONSHIP OF ACTIVITY OBJECTIVES TO THE COMPREHENSIVE DEVELOPMENT PLAN

Through its planning process, the College identified four key problems that contribute to low levels of student success. The proposed Activity directly addresses three of these key problems: (1) Low Levels of Student Persistence and Performance in Entry-Level Courses; (2) Limited Knowledge Among Faculty of Learning-Focused Instruction for Diverse, Underprepared Students; and (3) Inability of Faculty and Staff to Access Information Critical to Assisting Students and Evaluating Outcomes.

Student services and institutional management will all be strengthened when the Student Information System (Component #4) is implemented and begins to alleviate BMCC's weaknesses in student orientation, advisement, tracking, and intervention (Component #1), in institutional decision-making, and in information management. Academic programs will improve with the infusing of alternative learning strategies in developmental and key gateway courses (Component #2). Faculty training (Component #3) to modernize teaching strategies and to become more responsive to the needs of diverse, underrepresented, and at-risk students will eliminate major institutional weaknesses that have hindered student success.

The proposed Activity also indirectly addresses Problem #4, "Inadequate fiscal resources for new initiatives to improve student success and fiscal stability." By reducing attrition and increasing enrollment, BMCC will be developing revenues needed to strengthen the College's long-term fiscal stability. In addition, efficiencies achieved by redesigned procedures and systems will eliminate wasted staff time and duplication of efforts.

The specific, measurable objectives outlined in Form 851A-2 address the following key College and project goals:

Academic Program Goals:

1. Strengthen academic programs and support services to increase student success.

2. Improve developmental course offerings to increase student skill levels.

3. Integrate alternative teaching strategies in developmental and general education courses.

4. Improve and systematize professional development for faculty and staff.

5. Increase the student transition from skill building and ESL programs to college courses.

Institutional Management Goals:

6. Integrate and redesign services that enable students to gain more from the college experience by developing a comprehensive, accessible student orientation program, connection to the campus and other special services.

7. Reorganize student services to move toward centralized student advising to include academic program advising, course advisement, and career advisement.

8. Integrate improved student information system with college-wide system.

Fiscal Stability Goals:
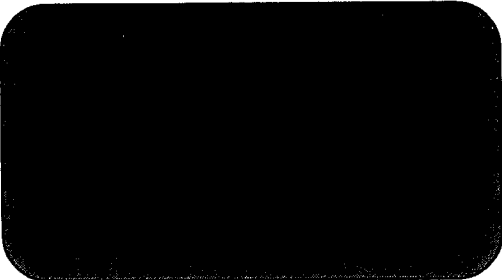
9. Improve the fiscal health of the institution by implementing new programs to increase enrollment and retention.

Implementing the proposed Activity and its four coordinated components will directly address the problems and associated weaknesses identified in the CDP by yielding the following results:

- A significant increase in the transition of underrepresented and other at-risk students from non-credit to college-credit programs.

- A significant increase in student retention between academic years.

- A significant improvement in student mastery of basic skills and course content.

- A significant increase in the number of instructors committed to and knowledgeable of instructional methodologies and retention strategies that address the needs of underprepared students.

- A significant increase in faculty, staff, and student use of online resources and information that improve student success and outcomes.

G. IMPLEMENTATION STRATEGY FORMS (ED 851A-3)

The forms outlining the implementation strategy begin on the following pages.

The chart **preceding** the Implementation Strategy tables presents a five-year overview of the Activity and the four interrelated components for creating a seamless learning environment crucial to improving student learning and success at Blue Mountain Community College.

Overview of Implementation Strategies: A Seamless Learning Environment for Student Success				
Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**
Component One: Redesigned Student Support System for Student Success				
- Design **Career/ Education Planning** process - Design **Orientation/ Advisement** Web site (WolfTrax) - Design and test **Academic Assessment and Placement**	- Test **Career/Education Planning** process on pilot group - Test **Orientation/ Advisement** Web site - Design **Transition Program**	- Design **Early Alert and Referral system** - Integrate **Orientation/ Advisement Web site** -Test **Transition Program**	- Test **Early Alert and Referral system** on pilot group - Integrate **Transition Program**	- Test integrated **Student Support System (Transition Program)** - **Evaluate** student access and success
Component Two: Strengthened Entry-Level Curriculum for Student Success				
- Integrate alternative learning strategies, including CAI/MAI resources into **Basic Reading, Basic English**	- Pilot-test modified **Basic Reading, Basic English** courses - Modify **Basic Math and pre-college Math**	- Pilot-test modified **Math** courses - Modify **Gateway I** courses (English Composition, College Math)	- Pilot-test **Gateway I** courses - Modify **Gateway II** courses (General Biology, Anatomy & Physiology, General Sociology)	- **Evaluate modified courses;** Pilot-test modified **Gateway II courses** - **Evaluate** student success in modified Developmental and Gateway courses
Component Three: Learning-Focused Instruction for Student Success				
Train Reading/Writing Faculty in alternative teaching strategies	Train Math faculty in competency-based curriculum and alternative teaching strategies	Train faculty in collaborative learning, discovery learning, and classroom assessment	Train faculty in multimedia instructional methods and classroom assessment	Train faculty in outcomes assessment Integration of alternative teaching strategies completed and **evaluated**
Component Four: Integrated Student Information System (Infrastructure) for Student Success				
- Purchase Student Information System/Financial Aid software and develop SIS prototype Faculty/Staff training in SIS/FAS years 1 through 5	- Clean up database; pilot SIS prototype, including testing, placement, tracking, advisement and early alert functions - Select Financial Aid prototype team; develop FA prototype	- Integrate SIS into overall MIS system; transfer data - Clean up database; pilot FA prototype	Evaluate/modify SIS integration - Integrate FA into overall MIS system; transfer data	 - Evaluate/modify FA integration

GRANT APPLICATION FOR TITLE III, PART A PROGRAMS
Title III, Higher Education Act of 1965, as amended by Public Law 103-325
IMPLEMENTATION STRATEGY AND TIMETABLE FORM

1. Name of Applicant Institution: **Blue Mountain Community College** | 2. Activity Title: **A Seamless Learning Environment for Student Success.**

3. Specific Tasks to be Completed.	4. Primary Participants	5. Methods Involved	6. Tangible Results	7. Timeframe From	To
Year One: 2003-2004					
Appoint Internal Monitoring Team (IMT)	Project Coordinator, VP Student Services, Provost/VP Instruction, Activity Director/Student Support Specialist	Identify faculty, staff and administrators in key areas identified in grant. Convene team monthly during Year One and quarterly for the remaining four years.	IMT reviews all strategies, including evaluation/continuation plans for all pilot projects.	10.03	9.04 and ongoing
Hire new and replacement staff budgeted for Year 1	Project Coordinator, Activity Director/Student Support Specialist, Activity Task Force	Normal college procedures and methods for hiring personnel (including affirmative action procedures).	Positions filled with qualified persons; new staff fully oriented to activity objectives/their roles and responsibilities	10.03	12.03
Purchase Student Information System hardware/software	Coordinator; Activity Director; Student Info. Specialist; VPs Info.Tech. & Business/Oper., vendor	Standard institutional purchasing procedures.	Hardware/software ordered and received.	10.03	12.03
Design Faculty Development Plan, including schedule for training in outcomes-based curriculum	Learning Specialist, Faculty Task Force, Provost, outcomes expert	Establish phased, comprehensive plan based on faculty surveys and focus groups	Plan approved by faculty and reviewed on regular basis for necessary modifications.	10.03	12.03
All required equipment/software bid, purchased, and installed (continuous each year)	Title III Staff, Task Forces, Purchasing Officer, Provost, IS staff, vendors	Follow purchase and bid regulations of federal government and the College.	New equipment ready to support faculty training and curricular development.	11.03	1.04 and ongoing
Install and test Assessment/Placement module of new software	Title III Staff, Task Forces, Purchasing Officer, Provost, IS staff, vendors	Follow purchase and bid regulations of federal government and the College.	Software ready to support Assessment/Placement component, faculty training and curricular development.	11.03	1.04
Train Reading/Writing Faculty in alternative teaching strategies	Learning Specialist, Reading/Writing Faculty	Present at least two workshops for training Reading/Writing faculty in strategies that address the diverse learning styles of at-risk students.	Training completed as verified by Learning Specialist in attendance records.	12.03	4.04
Reading/English Faculty modify courses.	Reading/Writing Faculty, Learning Specialist	Meet at least monthly with Reading/English Faculty to review progress and analyze syllabi for inclusion of competency-based strategies, strategies that address diversity.	Syllabi reflect increased use of alternative teaching strategies.	12.03 ongoing	9.04

GRANT APPLICATION FOR TITLE III, PART A PROGRAMS
Title III, Higher Education Act of 1965, as amended by Public Law 103-325
IMPLEMENTATION STRATEGY AND TIMETABLE FORM

1. Name of Applicant Institution: Blue Mountain Community College   2. Activity Title: A Seamless Learning Environment for Student Success.

3. Specific Tasks to be Completed.	4. Primary Participants	5. Methods Involved	6. Tangible Results	7. Timeframe From	To
Faculty/staff development on Assessment and Placement; design Career/Education Planning process and train staff advisers	Activity Director/Student Support Specialist, Learning Specialist, Faculty	IMT approves redesigned Career/Education Planning. Three workshops presented to train Faculty/Staff in new Assessment/Placement process and to train staff in Career Education Planning.	Faculty/staff knowledge and use of technology-based retention strategies verified through pre-post test results and on-site reviews.	12.03	6.04
Develop SIS prototype	Student Info. Spec.; Student Support Specialist; Vendor; Staff	Review vendor documentation, travel to vendor workshops, provide on- or off-site vendor training.	SIS prototype developed.	1.04	6.04
Preliminary pilot of Career Assessment	Activity Director/Student Support Specialist, Tracking Specialist, Students	Assess at-risk students enrolled in Spring term.	Assessment Report describes results; persistence to next trimester.	1.04	9.04
Design Orientation/Advisement Web page	Student Info. Specialist, Information Services staff, Webmaster, Activity Director/Student Support Specialist	Personnel cited cooperate in designing Web site that clarifies admission, matriculation process, directs students to advisor assignments, other key college services.	Orientation/Advising site, "WolfTrax," completed and design approved by Student Services.	1.04	8.04
Train SIS prototype team	Student Info. Spec.; Student Support Specialist; Vendor; Staff	Select individuals to pilot SIS module, provide on- or off-site training	SIS prototype team trained.	6.04	9.04
Pilot new Skills Assessment /Placement process with students	Activity Director/Student Support Specialist, Students	Fall freshmen assessed on ASSET, scores entered on SIS. Placement tracked.	Placement Report verifies number of students assessed and where they were placed.	7.04	9.04
Complete evaluations for Year 1	Title III Staff, faculty/staff, students; IMT; External Evaluator	Informal discussions and interviews, formal questionnaire, formative and summative evaluation.	Summative report completed and distributed per Evaluation Plan.	7.04	9.04
Year Two: 2004-2005					
Test Career/Education Planning process on pilot group	Activity Director/Student Support Specialist, Activity Task Force, faculty/staff advisors.	Advising system linkage with student information system completed at main campus; advisers trained in use of system to increase student success; process tested with 100 students.	Advisers have access to students' career and college goals online; students report high degree of satisfaction with new career and educational planning process.	10.04	1.05

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GRANT APPLICATION FOR TITLE III, PART A PROGRAMS
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IMPLEMENTATION STRATEGY AND TIMETABLE FORM

1. Name of Applicant Institution: Blue Mountain Community College   2. Activity Title: A Seamless Learning Environment for Student Success.

3. Specific Tasks to be Completed.	4. Primary Participants	5. Methods Involved	6. Tangible Results	7. Timeframe From	To
Complete development of Transition Program	Activity Director/Student Support Spec.; Student Services Staff; Student Information Specialist.	Develop program that includes Orientation, self-paced remediation; career exploration activities for non-credit and ESL students and other at-risk students at the main campus.	Courses and elements completed and approved by Activity Task Force.	10.04	12.05
Clean up existing Student Information database	Student Info. Spec., Staff	Check files, add/delete/correct information	SIS database correct and updated.	10.04	01.05
Math Faculty trained in use of alternative teaching strategies.	Learning Specialist, Faculty	Math Faculty trained in developing competency-based curriculum and infusing alternative teaching strategies in at least 3 workshops.	Math Faculty demonstrate increased knowledge of alternative teaching strategies and competency-based curriculum development.	10.04	3.05
Train faculty and staff advisors in the use of new retention strategies, computer-based tracking, and other strategies to support at-risk students.	Activity Director/Student Support Specialist, Learning Specialist	Develop program featuring advisement strategies for the at-risk student, using outside experts; schedule and circulate information for at least three workshops for the year. Enroll participants and evaluate results.	Percentage of faculty and staff advisers using new retention strategies for advising at-risk students verified in faculty/staff surveys; workshop attendance verified through attendance reports.	10.04	9.05
Reading/English Faculty test modified developmental education courses.	Learning Specialist, Faculty	Modified Reading/English courses tested on group of at least 75 students; student mastery and progress compared with that of non-participation.	Student mastery of competencies compared for both participants and non-participants.	10.04	9.05
Develop student information and services interactive on-line training	Student Info. Spec., Staff	Review best practices models; adapt for BMCC needs; develop written user documentation, policies, and procedures.	Written plan for student information and services access	10.04	12.04
Purchase Financial Aid hardware/software	Director, Student Info. Spec.; Vendor	Standard institutional purchasing procedures	Hardware/software ordered and received	11.04	12.04
Pilot on-line interactive student access training	Student Info.Spec., Staff, Students	Select students to test interactive training; administer pre - and post-tests; evaluate and modify	Evaluation report; modifications	1.05	2.05
Pilot SIS prototype	Student Info. Spec., SIS team	Identify pilot data; run prototype; evaluate and modify	Pilot data successfully manipulated	1.05	5.05

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3. Specific Tasks to be Completed.	4. Primary Participants	5. Methods Involved	6. Tangible Results	7. Timeframe From	To
Test self-paced learning component of Transition Program on pilot groups.	Faculty, Activity Director/Student Support Specialist Specialist, Provost	Open entry/open exit CAI tutoring in Basic Writing, Basic Reading, Basic Math' at-risk students selected for enrollment and tracked; performance compared with control group.	Student participating in the self-paced learning component progress more rapidly than at-risk students enrolled in traditional classes.	1.05	6.05
Develop Financial Aid prototype	Student Info. Spec.; Vendor; Financial Aid Staff	Review vendor documentation, travel to vendor workshops, request on-site vendor assistance.	Financial aid prototype developed.	1.05	6.05
Pilot on-line Testing, Placement, Registration	Student Info. Spec.; Staff; Student Support Specialist, Students from training pilot	Make limited testing, placement, and registration available to trained students on-line; evaluate and modify	Student tested, placed and registered on-line; evaluation report; modifications.	2.05	9.05
Developmental Math courses modified to include strategies that address diverse learning styles, Mastery Learning.	Learning Specialist, Faculty	Modified math courses tested on group of at least 75 students; student mastery and progress compared with that of non-participants.	Students' mastery of competencies measured and recorded and compared for both participants and non-participants.	3.05	8.05
Train staff on SIS	Student Info. Spec., Staff	SIS prototype team trains staff	Staff trained on SIS.	6.05	9.05
Train Financial Aid prototype team	Student Info. Spec.; Vendor; Staff	Select individuals to pilot Financial Aid module; provide on- or off-site vendor training	Prototype team trained.	7.05	9.05
Complete evaluations for Year 2	Title III Staff; faculty/staff; students; IMT	Informal discussions and interviews, formal questionnaire, formative and summative evaluation. Report prepared.	Evaluation concludes that process and products meet criteria and activity objectives, or that modifications are needed.	7.05	9.05
Year Three: 2005-2006					
Test Transition Program results	Title III staff; Basic Skills instructors.	Ongoing program will be offered in each term, with at-risk students selected and tracked. Activity Director/Student Support Specialist will compare performance of pilot group with control group.	Higher success rate for students in pilot group, when compared with students in non-pilot group. Transition Program institutionalized. Comparisons continue through Year 5.	10.05 and ongoing	9.08
Integrate SIS into MIS	Student Information Spec; Staff	Integrate prototype with administrative modules where applicable	Prototype integrated into MIS.	10.05	12.05
Clean up existing Financial Aid database	Student Info. Spec., Financial Aid staff	Check files, add/delete/correct information	Financial Aid database correct and updated.	10.05	1.06

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3. Specific Tasks to be Completed.	4. Primary Participants	5. Methods Involved	6. Tangible Results	7. Timeframe From	To
Pilot test modified Math courses	Learning Specialist, Faculty.	Modified Math courses tested on group of at least 75 students; student mastery and progress compared with that of non-participants.	Student mastery of competencies compared for both participants and non-participants.	10.05	9.06
Design Early Alert and Referral process and install Early Alert module on SIS	Activity Director/Student Support Specialist, Student Services Staff	Review model Early Alert and Referral processes at other colleges. Obtain input from Student Services personnel and faculty. Integrate on SIS.	Early Alert and Referral process design completed and approved by Task Force.	10.05	3.06
Train full-time faculty on SIS	Student Info. Spec; Vendor; Full-time Faculty	SIS prototype team and trained staff train full-time faculty on use of SIS.	Trained full-time faculty.	10.05	5.06
Train users in use of new teaching/retention strategies, computer-based tracking	Activity Director/Student Support Specialist, Student Information Specialist, Faculty	Develop program featuring advisement strategies for the at-risk students' follow-up workshops and application experiences. Develop program featuring topics for alternative teaching strategies.	Increased percentage of faculty and staff advisors using new retention strategies for advising at-risk students. Increased use of alternative teaching strategies.	10.05	9.06
Faculty training in alternative teaching strategies	Learning Specialist, Faculty	Engage nationally and/regionally recognized educator experts in collaborative learning, discovery learning and classroom assessment.	Attendance recorded; knowledge increases recorded; based on pre-post tests.	10.5	9.06
Modify Level 1 Gateway Courses.	Learning Specialist/Faculty	Train faculty in competency-based strategies, sequence courses with developmental education.	Syllabi reviewed and verified by Specialist.	10.05	8.06
Pilot Financial Aid prototype	Student Info. Spec; Financial Aid Team	Identify pilot data; run prototype; evaluate; modify.	Pilot data successfully manipulated.	1.06	5.06
Transfer student data into integrated system	Student Information Spec; Staff	Evaluate prototype integration; adjust; transfer data.	Student data integrated into MIS.	1.06	9.06
Train Financial Aid staff	Student Info. Spec; Vendor; Financial Aid staff	Financial Aid prototype team trains Financial Aid staff.	Staff trained.	6.06	9.06
Complete evaluations for Year 3.	Title III Staff, faculty/staff; IMT; External Evaluator	Informal discussions and interviews, formal questionnaire, formative and summative evaluation.	Summative report completed and distributed per Evaluation Plan.	7.06	9.06

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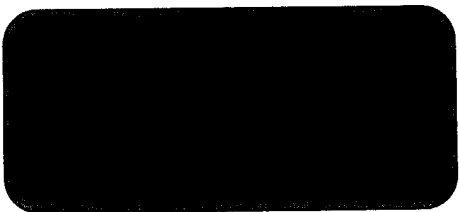| 3. Specific Tasks to be Completed.	4. Primary Participants	5. Methods Involved	6. Tangible Results	7. Timeframe From	To
Year Four: 2006-2007					
Evaluate/Modify SIS integration	Director; Student IT Spec.; Staff	Check data for accuracy, timeliness, speed of processing; evaluate; modify; report.	Evaluation report; modifications; full integration.	10.06	12.06
Integrate Financial Aid into MIS	Student IT Spec.; Financial Aid Staff	Integrate prototype with administrative modules where applicable.	Prototype integrated into MIS.	10.06	12.06
Train adjunct faculty on SIS	Student Information Spec.; trained faculty/staff	Train adjunct faculty on use of SIS.	Trained adjunct faculty.	10.06	9.07
Test Early Alert and Referral on students.	Activity Director/Student Support Specialist, Student Information Specialist.	Title III staff and Student Services staff test Early Alert and Referral process on group of 75 students; compare persistence rates with non-participating cohort.	Persistence results for both participating and non-participating cohorts evaluated and recorded.	10.06	9.07
Extend Transition Program to outlying centers and test	Activity Director/Student Support Specialist, Center Directors, College Staff	Continue tracking and evaluating students enrolled in the Transition Program; evaluate results quarterly.	Transition results recorded and included in report.	10.06	9.07
Pilot-test Gateway I courses	Learning Specialist, Faculty	Modified Gateway I courses tested in at least 6 sections enrolling approximately 150 students.	Performances of pilot group, control group compared and recorded.	10.06	9.07
Modify Gateway II courses	Learning Specialist, Faculty	Syllabi modified to reflect competency-based construction and alternative teaching strategies.	Modified curriculum reviewed and approved by Curriculum Committee.	10.06	9.07
Provide faculty training in alternative teaching strategies.	Learning Specialist, Faculty, workshop leaders	Engage nationally- and/or regionally – recognized educators expert in classroom assessment, multimedia instructional methods. At least two workshops presented.	Attendance recorded; knowledge increases recorded, based on pre-post tests.	10.06	9.07
Test modified Level I Gateway courses	Title III Staff, Faculty	Title III personnel work with faculty to develop new teaching strategies and Learning Assistance Modules for students' use in Fac. Teaching Center.	Modified courses, Learning Assistance Modules increase student success.	3.07	8.07
Evaluate all Year 4 strategies and objectives	Title III Staff, faculty/staff, students; IMT	Complete data collection, review formative report, review strategies and evaluate success in achieving each Year 4 objective.	Summative report complete and distributed per Evaluation Plan.	8.07	9.07

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1. Name of Applicant Institution: **Blue Mountain Community College** 2. Activity Title: **A Seamless Learning Environment for Student Success.**

3. Specific Tasks to be Completed.	4. Primary Participants	5. Methods Involved	6. Tangible Results	7. Timeframe From	To
Year Five: 2007-2008					
Test integrated Student Support Systems model.	Activity Director/Student Support Specialist; Learning Specialist; Student Info. Specialist; Faculty; Students; BMCC Staff	Run test of all components of integrated model for three terms with at least 300 students; identify specific problems and provide written recommendations for remedies.	Results evaluated for all components, compared with anticipated outcomes. Plans for recommended remedies completed for implementation in subsequent years.	10.07	9.08
Faculty trained in outcomes assessment theory and practice and integration of Professional Development Program	Activity Director, Learning Specialist; all Activity Staff; External Evaluator	Faculty work groups, formal workshops, and review procedures. All participants trained in outcomes assessment theory and practice as it related to BMCC goals and objectives. Plan for institutionalization of professional development reviewed and finalized.	Finalized institutionalization plan includes topics and objectives to be achieved in the next five years.	10.07	12.07
Evaluate/Modify Financial Aid integration	Activity Director; Student Info. Spec.; Financial Aid Staff	Check data for accuracy, timeliness, speed of processing; evaluate; modify; report	Evaluation report; modifications; full integration.	10.07	12.07
Test modified Gateway II courses.	Learning Specialist; Gateway II Faculty.	Modified Gateway II curriculum tested on at least 100 students; persistence of participating students compared with non-participants.	Persistence of participating and non-participating cohorts evaluated and recorded.	10.07	7.08
Pilot on-line FAFSA, financial aid and scholarship searches	Student Info. Specialist.; Financial Aid staff, students	Make limited financial aid processes available to trained students; evaluate; modify for full-scale implementation	Evaluation report; modifications.	1.08	9.08
Evaluate impact of project on overall institutional goals.	All Staff and IMT, College Coordinating Council, President's Cabinet	Review strategic plan and receive recommendations for revising plan based on results of project.	Revised strategic plan completed and approved by Board; report on impact of project circulated to community.	10.07	3.08
Final project evaluation.	Internal Monitoring Team; Title III Staff, faculty/staff; students; External Evaluator.	Final Activity evaluation meetings, surveys, data and reports compiled and completed; summative evaluation against project activity objectives. Institutionalization Plan reviewed.	All objectives met. Performance report completed and submitted. **Institutionalization Plan fully implemented.**	4.08	9.08

H. NARRATIVE OF THE IMPLEMENTATION STRATEGY RATIONALE

BMCC chose the proposed strategies after (1) undertaking an extensive self-study and strategic planning process to determine deficiencies in existing programs and systems that contribute to student academic failure and poor retention; (2) extensively reviewing research and literature in higher education relevant to the College's deficiencies (cited below); (3) examining successful programs, strategies, and approaches by other colleges; (4) investigating numerous options, (5) referring to our own experience; (6) and consulting authorities.

The College concluded that a comprehensive, holistic approach represented the best solution to its multiple problems, after considering (and rejecting) the following options:

- Focusing only on one or two specific weaknesses, such as weakness in the academic program related to under-use of technology or the abysmal state of our fragmented student information system.

- Using a one-on-one case-management approach to foster student retention.

- Using students as one-on-one mentors to support student retention.

- Focusing only on improved marketing strategies to increase enrollment.

Focusing on one or two weaknesses or concentrating solely on improved marketing strategies was rejected as too narrow in scope to accomplish the overall goal of strengthening the long-term viability of the institution as a whole.

A comprehensive, seamless student support system—incorporating integrated and intrusive student support services, improved developmental program and gateway courses as well as professional development for faculty, and an institutional SIS/FAS with built-in training for faculty/staff—will provide a sustainable, cost-effective means for attacking BMCC's key problems on several fronts. The underlying

principles of the selected approach are in accordance with successful retention programs at other institutions: program goals intrinsically tied to the institutional mission and vision; program components relying on a student-centered, service-minded network drawing from all units of the institution; and a program that employs assessment and evaluation techniques to inform ongoing modifications to increase student success (Symonette, *Student Retention: Success Models in Higher Education*, 1996).

In selecting this approach, the College first examined the causes of the interrelated problems, particularly the problem of high student attrition and low levels of student success. The body of research on retention reveals that students leave college for a variety of reasons, including academic underpreparedness, academic boredom, transition difficulties, uncertainty about educational or occupational goals, and a feeling of isolation; but "much of the variation in retention rates among students remains unexplained" (Hoyt, *Community College Review,* 1999). As a result, Hoyt (1999) notes that many community colleges, which enroll large numbers of part-time students and older working adults under open-enrollment policies, use a variety of retention strategies addressing a variety of student needs.

A 1999 study by Roueche and Roueche (1999) recommended that community colleges should provide a holistic approach to programs for at-risk students, addressing their broad range of needs, and should abolish voluntary placement in remedial programs (*High Stakes, High Performance: Making Remedial Education Work*). In an earlier study, Roueche and Roueche (1993) argue, among other points, that orientation, basic skills assessment, and data-driven placement should be mandatory and that student and program outcomes should be evaluated regularly and finding disseminated. The above-referenced study by Hoyt (1999) concludes that, although student retention is difficult to predict, colleges can influence retention rates in positive directions by implementing "interventions that focus on the academic needs of students...[including] remedial courses, early warning systems, transition programs, study skills courses, and the use of gateway courses." Wlodkowski et al. (2002) recommend improved guidance and

advisement as a key strategy for improving the success rate of adult learners, especially in the first year of enrollment.

BMCC's proposed Activity also addresses the diverse learning styles of underrepresented, underprepared students. Here faculty development is critical to ensuring student success. Nelson (1996) has demonstrated, in a study based on Triesman (1992) and Angelo and Cross (1993), that ". . . several alternatives to our traditional ways of teaching have been shown to lead to stunning improvements in student achievement . . . [and that] these nontraditional approaches usually produce large gains by the groups of students who have been hardest to reach with standard pedagogy" (Fundamental Changes in Pedagogical Paradigms, *American Behavioral Scientist*). Nelson concludes that it is "hard to justify offering any course that uses largely passive pedagogies. Specifically, a straight lecture course is quite unlikely to be as effective overall as one making extensive use of structured discussion."

Sanchez (2000) has specifically addressed Hispanic and Native American learning styles in a college setting, showing that "at the motivational level, both Hispanic and Native American students exhibited definite preferences for feedback, participation, collaboration, and concrete experiences, in comparison with white students" (*New Directions for Community Colleges*). Sanchez concludes that group work accommodates the learning styles of both Hispanics and Native Americans, thus aligning her study with the highly regarded work of Tinto, who advocates (1997) learning communities as a vehicle for increased student success. Sanchez urges instructors to "structure their classrooms to consider minority students' 'cultural tools' (preferred learning strategies and styles)" to create an environment that helps these students excel.

Luna and McKenzie (1997) have evaluated the efficacy of multimedia technology in non-traditional instructional formats as a means of serving students with different learning styles. The study suggests that, though more research is needed for definitive results, multimedia use, because of its ability to provide

"additional pathways to student learning and retention," provides benefits in increasing attention spans and retention levels among students, particularly underrepresented students (*T H E Journal*).

BMCC has adopted these principles in selecting and designing all four components of the proposed Activity. The Activity design is modeled on practices of other institutions that have successfully integrated a full range of student support services, competency-based and learning-focused developmental and gateway courses, professional development, and student information systems. Fox Valley Technical College (Appleton, Wisconsin) has published comprehensive academic/faculty advising guidelines, entitled "Working Together for Student Success" (ERIC, ED445713). The guidelines cover fundamental issues such as core values and institutional advising goals, and they outline a student advising program, implemented in 1999, that integrates advisement and student tracking processes with a computerized student information system. Glendale Community College (Arizona) has had for more than a decade a data base and computer tracking system designed specifically to increase minority student enrollments and retention. Closer to home, Central Oregon Community College (Bend) and Portland Community College have implemented successful student service and academic tracking programs based on student information systems. These institutions will serve as important resources as BMCC establishes similar systems and processes through the Title III grant.

To uncover specific reasons for the high rate of student attrition at BMCC, the College enlisted the assistance of Dr. Penny Coggins, Student Success and Developmental Education Specialist. Dr. Coggins identified the absence of articulation among the non-credit, developmental, and college-credit programs as a primary reason for low retention at BMCC. There must be, Coggins insisted, an educational continuum; otherwise, students resort to self-advising and self-placement and that spells academic failure and lack of persistence. Coggins found a correlation between teaching methods in developmental and gateway courses and student success: "Classroom instruction must be designed to ensure these students gain content and knowledge that prepare them for success."

With these recommendations and research as background, the proposed Activity—**A Seamless Learning Environment for Student Success**—will include four components: (1) *Re-Designed Student Support System for Student Success*, (2) *Strengthened Entry-Level Curriculum for Student Success*, (3) *Learning-Focused Instruction for Student Success*, and (4) *Integrated Student Information System for Student Success.*

COMPONENT #1—*Re-Designed Student Support System for Student Success*

The College will redesign student support services to address the losses that occur when students have unclear career and academic goals, are inadequately assessed and placed in inappropriate courses, experience inadequate support, and are inadequately advised and tracked. The redesigned services will include: (1) a **Transition Program** to help non-credit and ESL students make the transition into college-level courses, and (2) **comprehensive and integrated student support services** to monitor the progress and outcomes for all students as they move through the college system. These strategies will strengthen student support and academic preparation through improved orientation and advisement, assessment and placement, career planning, and early alert and referral.

Transition Program

Elements of the Transition Program will apply in varying levels of intensity, as needed, to the following student populations: (1) students who are completing non-credit skill building and ESL courses and who will need intensive support to transition successfully into college or into developmental education courses, and (2) students in developmental education or college transfer courses who need assistance when moving to the next academic level. The first year of the project will include a design and pilot test phase that takes into account which services, and the extent of their delivery, will be necessary for each group. In general, however, the plan is to assign each student a faculty or staff advisor who will assist the student in developing clear career and educational goals. The career/education planning (see below for more details) that will be part of this process is particularly critical for non-credit and ESL students, who—based on

research and BMCC's own experience—are more likely to succeed if they feel a part of the college culture, can establish strong career goals, and come to understand that they do not need to give up their cultural heritage or family ties in order to succeed in college and in the workplace (Tinto, 1993; Avalos & Pavel, 1994).

The Transition Program will also include self-paced, on-line remediation for the many students who must juggle family and job responsibilities with college classes, may have completed their GED requirements, but still need remedial assistance. This accelerated remediation system will provide a combination of personal assistance with computer-aided assistance (such as the PLATO system) so that these students can get the assistance they need—quickly, conveniently, and at their own level and pace.

The Transition Program also will include both on-line and one-on-one advisement and orientation, with special emphasis on explaining financial aid options and resources to the largely low-income students at our outlying centers. In Years 3-5, the Transition Program will move to the College's outlying centers, bringing to those students access to the PLATO system. Through this system, students—including part-time students attending evening classes at the outlying centers—will be able, for the first time, to obtain critical College information quickly and conveniently (see further discussion below on orientation/advisement).

Comprehensive, Integrated Student Support Services

The structure of comprehensive student support services will incorporate four separate but related processes, accessible to all students, faculty, and staff. These processes will rely heavily on technology for information access, unduplicated data entry, and communication.

Academic Assessment and Placement Process. This process will be designed to improve the accuracy of placement in skills courses for all entering college students—a key factor in determining the student's ultimate success (Roueche & Roueche, 1999). All degree- and certificate-seeking entering students will be assessed using ACCUPLACER along with COMPASS, and placed in the correct

developmental education or college-level course. Student scores will be integrated into the College's central computing system (Component #3) so that advisors can have immediate access to these scores and can then track students as they progress through their courses.

Web-Based Orientation/Advisement. A revised orientation and advisement system, WolfTrax, will introduce students to the College and allow them to take a virtual tour of College facilities and electronically to meet faculty and staff. Currently, we have static information on a Web page. Through the student information system (Component #4), the College will monitor and assign e-mail accounts to all enrolled students. Through WolfTrax, students will be able to (1) link to sites providing information on courses, degrees, and career and education options; (2) develop their own on-line study and networking groups, (3) review their academic records; and (4) contact their advisors by email at many points throughout the Web site. The advisors, in turn, will use the new Web site and e-mail to schedule appointments with advisees; to review course registrations; and to provide a variety of important updates, such as deadlines for graduation applications, upcoming financial aid workshops, scholarship information, and registration schedules.

Career/Education Planning. Each student will develop a Career/Education Plan (CEP). The CEP will help both students and advisors track students' progress from developmental to college entrance and on through the matriculation process. A Career Day or other appropriate event will bring prospective employers to BMCC sites to discuss opportunities for students and graduates. Students will also receive financial aid advisement and information on transferring to four-year universities.

The purpose of the career/education planning process is not only to explore the possibilities and to stimulate student interest in alternative careers, but also to increase student integration into the college environment. As extensively documented in research literature, early contact with college personnel and peer groups and early integration into the college community greatly enhance students' chances of success (Tinto, 1993; Avalos & Pavel, 1994).

Early Alert/Referral Process. A new early alert/referral process will allow faculty and staff to identify students who are encountering academic difficulties, and then to transfer this information, on-line through the WolfTrax system, to individual advisors and the Student Support Specialist. The Student Support Specialist, in consultation with the student's advisor, will contact and refer the student to appropriate resources in the College's tutoring center, which will report the referred student's progress on-line. Through the revamped student information system (Component #3), faculty and staff advisors will, for the first time, be able to track students in a systematic way and have immediate, centralized access to the information they need to provide proactive advisement and referral for at-risk students.

COMPONENT #2—*Strengthened Entry-Level Curriculum for Student Success*

Articulated Developmental and College Courses

After an extensive review of existing successes and barriers at BMCC and based on the data gathered through this review, we will design a comprehensive long-range articulation plan. As part of this process (Component #3), the College will bring in an external expert in outcomes-based curriculum such as Dr. Ruth Stiehl to facilitate the development of common definitions of "developmental education," shared standards for competency-based learning and instruction, and improved processes for ongoing course and student assessment.

Basic Reading and English courses will serve as pilots that will inform the subsequent revision of other courses to achieve better articulation between developmental and college-credit levels. Lessons learned through these pilots will be applied to articulate development Math 15, 20, and 25 (taught by Special Programs instructors) and developmental Math 60, 70, and 95 (taught through the Math Department), all of which are precursors to math courses numbered 100 and above.

Curriculum Redesign and Development

Over the grant's 5-year period, four instructors in Year 1, five in Years 2-3, and six in Years 4-5 will receive a one-course release to conduct in-depth course modifications. Remedial Reading, Writing, and

Math along with five gateway courses—English Composition and College Math (Gateway I) and General Biology, Anatomy and Physiology, and General Sociology (Gateway II)—will be redesigned to include collaborative learning, multimedia tools, and computer-assisted learning. Released faculty will, in turn, serve as mentors for their colleagues as new teaching strategies are adopted throughout the curriculum.

COMPONENT #3— *Learning-Focused Instruction for Student Success*

In the November 2002 survey of BMCC faculty, 97% expressed a need and desire for professional development to learn new teaching strategies. With the growing Hispanic population in our service area, the requests for increased College services to residents of the Umatilla Indian Reservation, and the dismal overall success rates of students, it is clear that new strategies for serving underrepresented and academically at-risk students are long overdue. To address this critical weakness, the College will transform and re-energize the faculty development program by designing activities that specifically address the learning styles and difficulties of diverse, at-risk students. Moreover, in direct relation to easing student transitions from one academic level to the next (Component #1, above), this component will be tied to Component #2, which addresses the need for the faculty to establish better articulation between developmental education and college-credit courses. Component #3 will also include training in new retention strategies for underrepresented and at-risk students.

The faculty development program will be delivered through a variety of methods: in-service training workshops, participation in regional/national developmental education and advisement workshops and conferences, and visits to or correspondence with colleges with model programs.

To introduce the faculty to new, alternative teaching strategies focused on student learning, competency-based curriculum development, and holistic assessment, BMCC will enlist the assistance of such authorities as Dan Vogler, professor emeritus, Virginia Technological Institute, and chief executive officer of Instructional Performance Systems, Inc.; Robert Sylwester, professor emeritus, University of Oregon; and Ruth Stiehl, professor emerita, Oregon State University, and co-author of *The Outcomes*

Primer: Reconstructing the College Curriculum (The Learning Organization, Corvallis OR, 2001). The full roster of invited experts will be developed as part of the faculty development plan prepared in Year One of the Activity.

The opportunity to meet other professionals in the field and to become knowledgeable of current advisement and pedagogical strategies will be extremely critical to both faculty and students—and, ultimately, the institution—given BMCC's extreme rural and isolated location.

COMPONENT #4— *Integrated Student Information System for Student Success*

Dr. Penny Coggins, educational consultant, visited BMCC in December 2002 as an external evaluator of the College's student support services and student information systems (SIS), such as they are. She quickly described our SIS as "obsolete and inefficient systems that waste precious resources."

BMCC's own experience corroborates Coggins' opinion that "**usable** student information does not exist at BMCC. College departments are completely disconnected from each other, from the students and from the outside world including their own outreach centers." Athene Consultants, Inc., an information technology consulting firm engaged by BMCC to review its IT systems and processes, advised our college to acquire a new administrative computer system and to enhance student access to data and information, noting in its report that "several functions necessary for the modern administration of student records are entirely missing" (1998). The cost of a new system and its implementation has exceeded our fiscal capacity during the past four years, but the gross inefficiencies resulting from the existing system and the difficulty—in some cases, impossibility—of data retrieval and management make it imperative that our college move forward in integrating student information systems with effective student retention and support programs.

With Title III funds, BMCC will purchase software licenses for ORACLE'S BANNER, a proven, commercial student information and financial aid system. The College is requesting funds to obtain access to and training for two modules of an information management system: student and financial aid

information. The College will purchase the other modules, such as human resources and financial management. In Year 3 of the grant all the modules will be integrated, then tested and modified to provide optimal access to institutional data that will inform administrative and academic decisions and improve institutional management

The integrated system will meet all requirements for federal, state, and local financial aid awards processes and reporting. The new advising system will put the necessary information and technological support in the hands of advisors and the students. As students change advisors, the system will help track student progress and advising results so that all information will be housed in one centrally accessible location.

I. NARRATIVE REGARDING KEY PERSONNEL

Activity Director/Student Support Specialist (1.0 FTE). We have identified Andrea Walker, BMCC's Site Coordinator for the Family Support Act and JOBS programs, to serve .5 FTE as Activity Director and .5 FTE as the Student Support Specialist. Walker has worked at BMCC for more than five years and is familiar with the problems and weaknesses of the College as they relate to the Title III project. Walker is highly regarded for her organizational and people skills, having developed the Skill Centers for Morrow and Umatilla Counties and having served as the coordinator of eight Eastern Oregon Skill Centers for services, supervision, and data management. She has experience assisting students in the areas of learning disabilities, career and education counseling, and strategies for student success. As Activity Director, Walker will report directly to the Title III Coordinator and be responsible for the day-to-day tracking and progress of the project and for coordinating the work of the Activity Specialists.

The College will promote from within or hire a replacement FSA/JOBS Site Coordinator while Walker assumes her duties as Title III Activity Director and Student Support Specialist. The Activity Director position is developmental in nature and will not be continued at the end of the grant, but the .5 FTE Student Support Specialist position will be institutionalized starting in Year 3 because of the critical importance of that role in ensuring continuous improvement and evaluation of the College's integrated student support systems.

Qualifications—Activity Director/Student Support Specialist
- Master's degree in education or related field preferred; bachelor's degree required   - Supervisory, budget, and management experience; grant experience preferred   - Minimum 5 years' experience at an educational institution with a major population of at-risk students   - Familiarity with student success strategies linked to advisement, career counseling, information management, and instructional technology required; leadership experience in one or more areas preferred   - Demonstrated ability to collect and analyze data and to conduct project evaluations; manage large projects; and build effective teams   - Excellent oral and written communication skills
Job Responsibilities
- Provide daily management of activity components, including the supervision of the Learning Specialist and Student Information Specialist.   - Have primary responsibility for Component #1, which includes the design and testing of the Transition Program to improve transitions; revising and testing orientation, advisement, placement, and student tracking programs; designing a career/education planning program and early alert/referral systems.   - Provide the Title III Coordinator with information for maintenance of current records of all expenditures and obligations charged to the Activity budget; provide timely submission of monthly, quarterly, and end-of-year progress reports to the Title III Coordinator.   - Assist in all evaluation activities and supervise maintenance of required records and documentation for the Activity; assist in preparing formative and summative reports.   - Assist the Coordinator with the preparation of revised budget.   - Meet regularly with the Activity task forces and staff.   - Assist in the institutionalization of new practices and improvements as part of the regular College program.   - Work with the Learning Specialist and Student Information Specialist to train faculty and staff in use of the new SIS/FAS for advisement and student tracking.

Andrea Walker's resume can found at the end of this section just before the Activity Budget.

Learning Specialist (.75 FTE). Given the magnitude of need at BMCC for faculty development and training in diverse learning styles, needs of underrepresented and at-risk students, and the use of technology for instructional and student support activities, BMCC will use Title III funds to hire a Learning Specialist to address Components #2 and #3 for strengthened entry-level curriculum and learning-focused instruction. Because this position is developmental in nature, it will not be continued at the end of the grant.

Qualifications—Learning Specialist
- Master's degree in education or related field required   - Currency in the field of alternative teaching/learning strategies and supporting technologies   - Extensive knowledge and experience in teaching underrepresented, underprepared, at-risk students and in appropriate uses of supporting technologies   - A minimum of 5 years' teaching experience, preferably at a community college   - Excellent leadership and communication skills   - Experience in providing technology training to both faculty groups and individuals
Job Responsibilities
- Review course modifications and make recommendations concerning effective strategies for teaching seamless math, writing, and other targeted courses, after extensive research and consultation with other colleges and leading authorities.   - Work with BMCC faculty and staff individually and in groups (according to a specific plan developed with direct faculty involvement) in modifying basic skills and developmental courses and in integrating new instructional strategies into the curricula.   - Assist BMCC faculty in designing, developing, and testing instructional applications of modern technology in their classrooms to improve instruction and provide opportunities for students to work at their own pace.   - Assist in identifying and evaluating instructional software for BMCC faculty.   - Develop training programs for faculty that emphasize alternative, universal teaching strategies that address the diverse learning styles and difficulties of underrepresented, underprepared, and other at-risk students and that increase faculty knowledge of a range of alternative instructional strategies.   - Serve as a teaching/learning resource and facilitator for Activity staff and BMCC faculty and staff involved in Activity implementation.   - Develop a long-term faculty development program for continuous instructional improvement and assessment after the end of the grant.

Student Information Specialist (1.0 FTE). Because BMCC has no experience with an integrated student information system and how such a system can be used to inform the deployment of student services, BMCC will use Title III funds to hire a Student Information Specialist. This will be a new position, and the College will seek to hire someone from the outside with SIS/FAS experience, preferably in a community college, and extensive knowledge of instructional technology applications. Because maintaining an accurate, up-to-date student information system is fundamental to the College's ability to function effectively, BMCC will institutionalize this position beginning in Year 3 and then 100% after the grant ends.

| Qualifications—Student Information Specialist |
|---|
| Bachelor's degree in information management or a related/equivalent field required; master's degree preferred A minimum of three years' experience with large databases and integrated information systems Demonstrated proficiency with database management, information technology, and systems configuration Excellent oral and written communication skills Ability to work effectively with students, faculty, staff and vendors Outstanding analytical and problem-solving abilities |
| **Job Responsibilities** |
| Work with the Vice Presidents for Information Technology and Business and Operations to purchase, implement, and refine the new SIS/FAS and to integrate MIS module purchased by the College. Train BMCC faculty and staff individually and in groups (according to a plan developed with direct faculty and staff involvement) in SIS applications that support the College's integrated student support systems and faculty development programs. Assist the Web consultant and BMCC staff in developing and implementing the orientation/advisement/tracking Web site, WolfTrax. Assist in the design, installation, and testing of all new Activity equipment and systems. Receive training from the vendor to be able to serve as the in-house technical resource and facilitator for Activity staff and BMCC faculty and staff involved in Activity implementation. Work with the vendor and consultants to link modules for student support, including testing and placement, registration, career/education planning, orientation, advisement, and early alert/referral to the SIS and WolfTrax in order to provide faculty and staff with timely, accurate information necessary for student success and integrate with College's MIS. |

Activity Assistant (.5 FTE). The College will also hire a half-time activity administrative assistant to handle clerical and reporting duties. The position will not be continued at the end of the grant.

Qualifications – Activity Assistant
▪ Minimum of a two-year college degree and three years' experience providing clerical assistance in an administrative office, preferably in a community college. Experience with purchasing and payroll records.
▪ Strong written, oral, and organizational communication skills. General knowledge of word processing, database management and spreadsheets.

Responsibilities
• Compose correspondence: document minutes from committee meetings; input a variety of correspondence, memorandum, reports, and other materials.
• Receive mail and identify matters to be assigned in priority order; maintain general and confidential filing; order office supplies and equipment.
• Compose, edit, assemble, coordinate, and word-process various documents.
• Research, collect, compile, and computer-enter statistical, financial, and other diverse information into Title III reports; review incoming reports and maintain records for accuracy, completeness, and conformance to Title III and college rules and regulations.
• Arrange and schedule visitors, set up appointments, screen visitors and telephone calls and refer to appropriate staff members; make travel arrangements for Title III staff.
• Train office clerical personnel; make arrangements for meetings and notify participants.
• Assist in the development and coordination of office or program activities; identify and prioritize conflicting work assignments.

Faculty Released Time. To be successful, the Activity will require faculty involvement. BMCC faculty members have heavy teaching loads and other responsibilities. All faculty members will participate in faculty development activities. In addition, each year selected faculty will develop new course content, design new curricula for the seamless articulation of developmental and college courses, mentor other faculty members, pilot projects, or evaluate activities. The College will judiciously deploy Title III funds to provide **four faculty members in Year 1 with a three-credit course release, five in Years 2 and 3, and six in Years 4 and 5.**

Qualifications- Faculty Provided Release Time Under Title III
▪ Full-time faculty member or adjunct with a minimum of six consecutive terms of experience at BMCC teaching at least six credit hours in courses deemed critical to the success of the Activity by the Activity Director and IMT ▪ Relevant teaching responsibilities ▪ Interest in and desire to participate
Responsibilities
• Attend all assigned training sessions. • Develop curriculum, course materials, and other written documentation required by the Activity component. • Report accomplishments not later than the end of the term following release time. • Mentor other faculty as part of College efforts to expand the impact of training.

ACTIVITY BUDGET (Forms 851A-4 and 5)
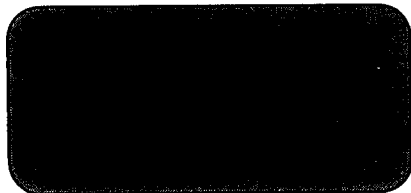
The costs for the proposed activity are both necessary and reasonable

and appear on the forms following Ms. Walker's resume.

ANDREA I. WALKER

Work Experience

1997-Present - Blue Mountain Community College, Pendleton, Oregon
FSA/JOBS Site Coordinator & MSW Intern Counselor

Education

--	MSW, Portland State Univ., Portland, Oregon (expected graduation June 2004)
1996	B.A., Psychology, Boise State Univ., Boise, Idaho
1992	A.A., Psychology, Blue Mountain Community College, Pendleton, Oregon

Basic Skills/Developmental Education
- Supervised Basic Skills clerical and instructional staff in all program areas and training including interviewing, hiring, work direction, and performance reviews
- Experienced with instruction and counseling of economically, physically, and mentally disadvantaged students
- Counseled students in barrier identification and coping strategies for continued success
- Counseled and advised students on career paths, goal development, interest inventories, short- and long-term planning, and learning styles
- Organized and coordinated processes and procedures for career counseling at the Student Services Department and TRIO Grant Program

Educational Technology
- Facilitated technology-supported presentations for career development to community college classes
- Presentation at national Basic Skills conference to teach instructors how to use Work Keys technology-based curriculum in Basic Skills instruction
- Developed curriculum and taught computer classes to at-risk populations, including youth, single parents, and individuals receiving public assistance
- Uses computer-based tools for career counseling to assess student interests and skills

Information Technology
- Developed, managed, and maintained policies and procedures for managing client records and behavior, interagency collaboration, and teamwork between departments and services
- Produced written and statistical reports and newsletters using information technology and complex data bases
- Developed/ maintained complex data systems to track student demographics, course data, and employee files

Training and Counseling Experience
- Facilitated interagency training meetings for program, policy, procedure and client collaboration
- Developed and presented information for meetings and training courses, including workforce classes for customers in search of employment, computers, and skill upgrades
- MSW Intern Counselor with BMCC Student Services assisting with learning-disabilities testing for students
- Client advocate and liaison among BMCC, state agencies, and community programs

Supervisory, Management, Grant, and Budget Experience
- Lead coordinator for Pendleton JOBS Program including head supervisor for activities, students, and staff for contracted services through the State of Oregon Department of Human Services, (JOBS; Job Opportunities & Basic Skills through the Family Support Act)
- Coordinated the Morrow and Umatilla County Skills Centers of Eastern Oregon
- Liaison for 8 Eastern Oregon Skill Centers for services, supervision, and data management
- Coordinated, developed, and evaluated monthly JOBS Program and Skill Center activities

GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS
TITLE III, HIGHER EDUCATION ACT OF 1965, AS AMENDED

ACTIVITY BUDGET (To be completed for every major activity for which funding is requested)

1. Name of Applicant Institution: **Blue Mountain Community College, Oregon**
2. Activity Title: **A Seamless Learning Environment for Student Success –**
   Activity Budget

3. Budget Categories by Year

Object Class	First Year % of Time	First Year Funds Requested	Second Year % of Time	Second Year Funds Requested	Third Year % of Time	Third Year Funds Requested	Fourth Year % of Time	Fourth Year Funds Requested	Fifth Year % of Time	Fifth Year Funds Requested	Total Funds Requested
a. Personnel (Position Title)											
Act. Dir./Student Support Sp	1.0	$ 45,000	1.0	$ 46,350	1.0	$38,192 (.80)	1.0	$35,879 (.75)	1.0	$32,921 (.65)	$ 198,34˜
Learning Specialist	0.75	$ 28,425	0.75	$ 29,278	0.75	$ 30,156	0.75	$ 31,061	0.75	$ 31,993	$ 150,913
Information Specialist	1.0	$ 42,000	1.0	$ 43,260	1.0	$33,419 (.75)	1.0	$34,420 (.75)	1.0	$23,636 (.50)	$ 176,735
Activity Assistant	0.5	$ 11,846	0.5	$ 12,200	0.5	$ 12,568	0.5	$ 12,944	0.5	$ 13,332	$ 62,890
Faculty Release Time		$ 13,333		$ 17,167		$ 17,682		$ 21,854		$ 22,510	$ 92,546
SUB-TOTAL		$ 140,604		$ 148,255		$ 132,017		$ 136,158		$ 124,392	$ 681,426
b. Fringe Benefits – 37%		$ 52,023		$ 54,854		$ 48,846		$ 50,378		$ 46,025	$ 252,126
c. Travel		$ 4,500		$ 4,500		$ 4,500		$ 4,500		$ 4,500	$ 22,500
d. Equipment		$ 82,100		$ 83,100		$ 67,100		$ 67,100		$ 92,100	$ 391,500
e. Supplies		$ 1,500		$ 9,500		$ 15,500		$ 15,500		$ 1,500	$ 43,500
f. Contractual		$ 17,500		$ 15,000		$ 15,000		$ 15,000		$ 15,000	$ 77,50˜
g. Construction		$		$		$ 10,000		$ 10,000		$ 10,000	$ 30,000
h. Other		$ 8,910		$		$ 8,910		$ 8,910		$ 8,910	$ 35,640
i. TOTAL DIRECT CHARGES		$ 307,137		$ 315,209		$ 301,873		$ 307,546		$ 302,427	$ 1,534,192

ED FORM 851A-4

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OTHER BUDGET INFORMATION

1. NAME OF APPLICANT INSTITUTION: Blue Mountain Community College	2. ACTIVITY TITLE: A Seamless Learning Environment for Student Success

3. REMARKS

PERSONNEL

Salaries are based on current market rates. A 3% annual cost-of-living increase has been calculated for half- and full-time positions, in accordance with institutional policy.

Activity Director/Student Support Specialist (1.0 FTE)
The Activity Director will have responsibility for coordinating the four components of the grant, with direct responsibility for the student support component, which includes the design and implementation of the Transition Program and the integrated student support systems. Because of her special expertise and experience at the College, BMCC plans to release Ms. Andrea Walker from her current position to fill these two roles. BMCC will retain the .5 Student Support Specialist position after project completion and will increasingly assume salary costs of this position starting in Year 3. BMCC's contribution towards the Student Support Specialist portion of the position is shown below.

Year 1	Year 2	Year 3	Year 4	Year 5
$45,000	$46,350	$38,192	$36,879	$32,921
(50% + 50%)	(50% + 50%)	(50% + 30%)	(50% + 25%)	(50% + 15%)

Learning Specialist (.75 FTE)
This new position will coordinate and oversee the development and implementation of a faculty professional development program and the transformed developmental education/gateway program. After development is completed, as part of the institutionalization process, College personnel will continue these initiatives; therefore, the position will end at the conclusion of grant funding.

Year 1	Year 2	Year 3	Year 4	Year 5
$28,425	$29,278	$30,156	$31,061	$31,993
(75%)	(75%)	(75%)	(75%)	(75%)

Student Information Specialist (1.0 FTE)
This position will coordinate and oversee the acquisition and implementation of a centralized Student Information/Financial Aid System. The position also will coordinate faculty and staff training in system use. This position will be new to BMCC and will be retained at the end of the project. BMCC will increasingly assume salary costs of this position starting in Year 3 as shown below.

Year 1	Year 2	Year 3	Year 4	Year 5
$42,000	$43,260	$33,419	$34,420	$23,636
(100%)	(100%)	(75%)	(75%)	(50%)

Activity Assistant (.5 FTE)
We anticipate that the Activity Assistant position and the Project Assistant position will be filled by the same person, who will split his/her time approximately 50% in each role. The Activity Assistant will provide direct support to the Activity Director and Specialists, assisting with project coordination, scheduling meetings, preparing materials for workshops and meetings, keeping records, and performing other essential tasks. This position will not be continued at the end of the grant.

Year 1	Year 2	Year 3	Year 4	Year 5
$11,846	$12,200	$12,568	$12,944	$13,332
(50%)	(50%)	(50%)	(50%)	(50%)

FRINGE BENEFITS
Fringe benefits include the following for all employees: FICA (7.65% of gross salary), SAIF (0.65%), unemployment insurance (2.20%), PERS retirement (17.64% for staff; 23.64% for faculty). Employees who work 30 or more hours a week receive the following insurance: health and life, long-term disability, and dental/vision.

OTHER BUDGET INFORMATION

1. NAME OF APPLICANT INSTITUTION: Blue Mountain Community College	2. ACTIVITY TITLE: A Seamless Learning Environment for Student Success

Year 1	Year 2	Year 3	Year 4	Year 5
$52,023	$54,854	$48,846	$50,378	$46,025

PERSONNEL TOTAL

Year 1	Year 2	Year 3	Year 4	Year 5
$192,625	*$203,109*	*$186,863*	*$186,536*	*$170,417*

TRAVEL

Funds for project-related travel are requested at $4500 annually. Each includes $1500 for travel between the outreach sites and the main campus, and $3000 for two faculty members to attend conferences related to diverse learning styles; universal teaching strategies; technology in the classroom; and effectively addressing the needs of at-risk, underrepresented students ($1500 each: $500 airfare, five per diems at $20 each, five nights' lodging at $120 each, ground transportation $75, conference registration $225).

Year 1	Year 2	Year 3	Year 4	Year 5
$4,500	$4,500	$4,500	$4,500	$4,500

EQUIPMENT

BMCC is requesting $16,000 (based on a quote by a prospective vendor) in Year 2 for developing College server and network capacities to support the implementation of a student email account system. We are requesting $25,000 in Year 5 for cabling and network enhancements necessary for the most effective operation of the tested, modified integrated Student Information/Financial Aid/Management Information System.

BMCC has identified ORACLE's BANNER Student Information System/Financial Aid System as the system best suited to the College's needs. Requested funds ($67,100/year) reflect recent estimates from ORACLE for software licenses of those two modules of the BANNER system. BMCC will purchase the other modules (human resources, finances, etc.) to implement a comprehensive computerized Management Information System by the end of the grant. Though BMCC has identified BANNER as the SIS/FAS system of choice, the College will issue a Request for Bids in good faith and will follow all institutional policies and state requirements in purchasing the SIS/FAS.

Year One Equipment	Quantity	Unit Price	Total
Student Information System SCT Banner Student SCT Banner Financial Aid System purchased in Yr. 1 with cost spread over 5 years	20% of cost	$335,500	$67,100
WolfTrax Website Development	1	$15,000	$15,000
Year One Total			*$82,100*
Year Two Equipment	Quantity	Unit Price	Total
E-mail Server and Network Upgrade			$16,000
Student Information System SCT Banner Student SCT Banner Financial Aid System purchased in Yr. 1 with cost spread over 5 years	20% of cost	$335,500	$67,100
Year Two Total			*$83,100*
Year Three Equipment	Quantity	Unit Price	Total
Student Information System SCT Banner Student SCT Banner Financial Aid System purchased in Yr. 1 with cost spread over 5 years	20% of cost	$335,500	$67,100
Year Three Total			*$67,100*

OTHER BUDGET INFORMATION

1. NAME OF APPLICANT INSTITUTION: Blue Mountain Community College	2. ACTIVITY TITLE: A Seamless Learning Environment for Student Success

Year Four Equipment	Quantity	Unit Price	Total
Student Information System SCT Banner Student SCT Banner Financial Aid System purchased in Yr. 1 with cost spread over 5 years	20% of cost	$335,500	$67,100
Year Four Total			**$67,100**

Year Five Equipment	Quantity	Unit Price	Total
Student Information System SCT Banner Student SCT Banner Financial Aid System purchased in Yr. 1 with cost spread over 5 years	20% of cost	$335,500	$67,100
Cabling and Network Enhancements			$25,000
Year Five Total			**$92,100**

SUPPLIES

General office supplies for the entire project are listed in the Project Management budget. BMCC requests $1500 each year to purchase or produce materials for training activities related to the three components ($500 each). BMCC requests $7000 in Year 2 to purchase two PLATO software licenses ($3500 each) for installation at the Pendleton campus; $14,000 in Year 3 for four PLATO licenses to be installed at the outlying centers of Hermiston, Milton-Freewater, Boardman, and Baker City; and $14,000 in Year 4 to install PLATO in the outlying centers in Enterprise, John Day, La Grande, and Heppner. In addition, BMCC requests $1000 to purchase student email accounts-management software in Year 2.

Year One Supplies/Software Licenses	Qty.	Unit Price	Total
Training Activities Materials			$1,500
Year One Total			**$1,500**

Year Two Supplies/Software Licenses	Qty.	Unit Price	Total
Training Activities Materials			$1,500
PLATO Licenses: Pendleton Campus	2	$3,500	$7,000
Student Services: iService Assistant email accounts management software	1	$1,000	$1,000
Year Two Total			**$9,500**

Year Three Supplies/Software Licenses	Qty.	Unit Price	Total
Training Activities Materials			$1,500
PLATO Licenses: Hermiston, Milton-Freewater, Boardman, and Baker City	4	$3,500	$14,000
Year Three Total			**$15,500**

Year Four Supplies/Software Licenses	Qty.	Unit Price	Total
Training Activities Materials			$1,500
PLATO Licenses: Enterprise, John Day, La Grande, and Heppner	4	$3,500	$14,000
Year Four Total			**$15,500**

Year Five Supplies/Software Licenses	Qty.	Unit Price	Total
Training Activities Materials			$1,500
Year Five Total			**$1,500**

OTHER BUDGET INFORMATION

| 1. NAME OF APPLICANT INSTITUTION:
Blue Mountain Community College | 2. ACTIVITY TITLE: A Seamless Learning
Environment for Student Success |

CONTRACTUAL

Funds are requested to engage consultants to develop faculty and staff expertise and to provide training to ensure project success. For Year 1 only, we request $1500 plus $1000 travel for an external expert in outcomes-based curriculum for Component #2. For each year of the project, BMCC requests $15,000 for six outside experts ($1500 fee plus $1000 travel for each) to conduct professional development workshops for the faculty in redesigning developmental education and gateway courses following best practices in teaching/learning.

Year 1	Year 2	Year 3	Year 4	Year 5
$17,500	$15,000	$15,000	$15,000	$15,000

CONSTRUCTION

Funds are requested for minor renovations to spaces for testing labs at the outlying centers of Hermiston, Milton-Freewater, and Boardman in Year 3, Baker City, Enterprise and John Day in Year 4, and La Grande, and Heppner in Year 5.

Year 1	Year 2	Year 3	Year 4	Year 5
		$10,000	$10,000	$10,000

OTHER

BMCC requests funds for ACCUPLACER testing fees at $1.10 per test on the Pendleton campus in Year 1 and in the testing centers at the outlying campuses in Year 3-5.

Year 1	Year 2	Year 3	Year 4	Year 5
$8,910		$8,910	$8,910	$8,910

ACTIVITY TOTALS

Year 1	Year 2	Year 3	Year 4	Year 5
$307,137	$315,209	$301,873	$307,546	$302,427

ED Form 851A-5

K. PROJECT MANAGEMENT PLAN NARRATIVE
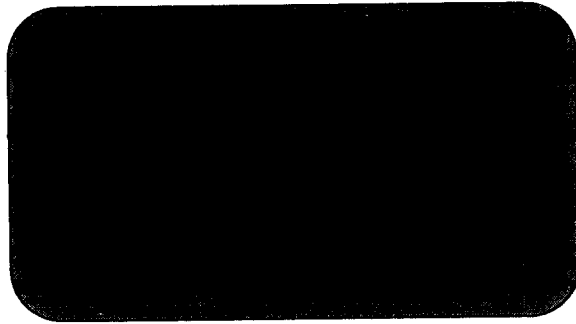
President Travis Kirkland will be responsible for overall supervision of BMCC's Title III project and personally will be involved in order to influence the quality and completeness of implementation throughout the College. His experience with one Title III and two Title V grants at other institutions will provide invaluable guidance to BMCC staff in the successful implementation of this grant. The President will delegate the day-to-day management to the Title III Coordinator, who will report to the President.

Project Management Team

The management team will consist of the Title III Coordinator, the Activity Director, and a Project Assistant. The responsibilities of the Activity Director are detailed above in Section I.

Title III Coordinator (.5 FTE). The Title III Coordinator will be responsible for the day-to-day management of the project, working with the Activity Director to ensure the coordinated progress of the four components; conducting ongoing project evaluations; producing monthly, quarterly, mid-year, and end-of-year reports; and reporting to the President. In addition, the Title III Coordinator will serve as primary liaison with the Internal Monitoring Team, the College Coordinating Council, and the BMCC Board of Education.

We have identified Karen Reeder to serve .5 FTE as Title III Coordinator. She is eminently suited to the role, having a master's degree in adult education, with an emphasis on organizational development, and having worked at BMCC in Special Programs for twelve years. She is respected by both faculty and staff and is acutely aware of student needs, particularly among our disadvantaged students, and the College resources necessary to serve those needs. She has experience in grant management and staff supervision. Reeder is a strong proponent of professional development for the purposes of improving

instructional and organizational effectiveness. The College will restructure her current responsibilities and

assign day-to-day management of Special Programs to another qualified staff member. She will have a

leadership role in Special Programs half-time and be able to devote the necessary time and energy to the

Title III project. This position will not be continued at the end of the grant.

Qualifications—Title III Coordinator
- Master's degree in education or related field required   - A minimum of 5 years' experience in program management related to disadvantaged, at-risk populations, preferably at an educational institution   - A minimum of 5 years' experience in program evaluation and assessment and data collection and management   - A minimum of 5 years' experience in staff supervision and budget management   - Demonstrated ability to manage large projects, and to direct and administer federal grants   - Demonstrated ability to build effective teams   - Excellent oral and written communication skills
Job Responsibilities
- Ensure that the College adheres to all federal and state regulations that apply to the project.   - Take a leadership role in informing the President and all College constituencies of Activity objectives and progress.   - Facilitate the development and implementation of an effective and objective evaluation system for all Activity components.   - Write and submit all reports and continuation applications.   - Authorize expenditures and monitor the budget.   - Coordinate activities to maximize effective utilization of program resources.   - Work with College staff to institutionalize new practices and improvements.   - Supervise the Project/Activity Assistant and Activity Director and Specialists.

We also will use Title III funds to hire a Project/Activity Assistant to perform a variety of complex

support tasks, half-time directly for the Title III Coordinator in the overall implementation of the project and

half-time for the Activity Director and Specialists. The College will not continue the position at the end of the

grant.

Channels of Authority and Communication

The Title III Coordinator will be well positioned to work and to communicate directly with the project's

Internal Monitoring Team and subcommittees, the Provost and Vice Presidents, governance leaders (e.g.,

the College Coordinating Council), and key managers reporting to the Vice Presidents. Under the auspices

of the President, the Title III Coordinator and Activity Director will have full administrative authority to direct grant-related work of BMCC faculty and staff through careful coordination with the supervisors of participating faculty and staff. The Project Assistant will provide support to the Title III Coordinator and the Activity Director to help ensure smooth coordination and efficient sharing of information across all divisions of the College.

Procedures to Monitor and Manage the Project's Progress

Meetings	Reports	Responsible/Informed/Involved
Weekly meetings of Title III Coordinator, Activity Specialists, and Grant Accountant	Weekly reports are summarized in monthly time-and-effort reports reflecting progress, problems, remedies and budget status	President, Provost, and IMT, who review reports and raise any resulting issues and concerns
Weekly or biweekly (as appropriate) meetings of Activity Specialists with their respective IMT subcommittees.	Meeting minutes highlight progress, problems, and remedies to be pursued	Subcommittee chairs present progress reports at monthly IMT meetings
Title III Coordinator joins monthly meetings of College Coordinating Council and of Associated Student Government	Presents monthly time-and-effort reports	Council members and ASG leadership; College community via posting of minutes on BMCC Web site—all have the opportunity to comment through existing College governance/communication processes
Monthly meetings of Title III Coordinator and staff with Internal Monitoring Team	Presents monthly time-and-effort reports	IMT members, who review progress, problems, remedies and advise Title III Coordinator and BMCC President
Mid-year review by Title III staff and IMT	Formative reports review progress, problems, remedies, and budget status	President, Provost, President's Cabinet, College Coordinating Council, and Board of Education, who review report and raise any issues and concerns; reports will be posted on BMCC internal Web site
End-of-year review by Title III staff and IMT	Summative reports summarize progress to date in meeting objectives, recommend actions to remedy problems or to adjust objectives as necessary	President, Provost, President's Cabinet, College Coordinating Council, Board of Education, federal authorities; external evaluator at end of Years 1, 3, and 5; reports will be posted on BMCC internal Web site

The **resume** for our Title III Coordinator can be found on the next page followed by an **organizational chart** of the management structure and communication channels.

KAREN J. REEDER

Phone: 541-278-5804   Email: kreeder@bluecc.edu

Work Experience

Blue Mountain Community College, Pendleton, Oregon
2002-Present   Director of Special Programs
1997-2002   Director, Adult Basic Skills
1990-1997   Program Assistant, Adult Basic Skills

1986-1988   Director of Youth Ministry, Presbyterian Church

Education

2000   M.Ed., Adult Education, Oregon State University, Corvallis, Oregon

1961   B.S., Christian Education, Northwest Christian College, Eugene, Oregon

Experience and Skills

- Supervise adult basic skills program, JOBS Program, college preparatory program, drop-in tutoring with full fiscal/program planning and staff management responsibilities

- Department head of education and early childhood education programs

- Manager of $600,000 Title II grant

- Oversee development of JOBS Program competitive proposal

- Administrator of smaller grants totaling approximately $100,000

- Assess program activity and develop program improvement plans

- Analyze data and implement strategic planning

- Well-developed organizational ability and time management skills

- Personnel motivation, supervision and staff development

- Analytical problem solving

- Budget development/management

- Grant proposal writing

Organizational Chart for Project Management
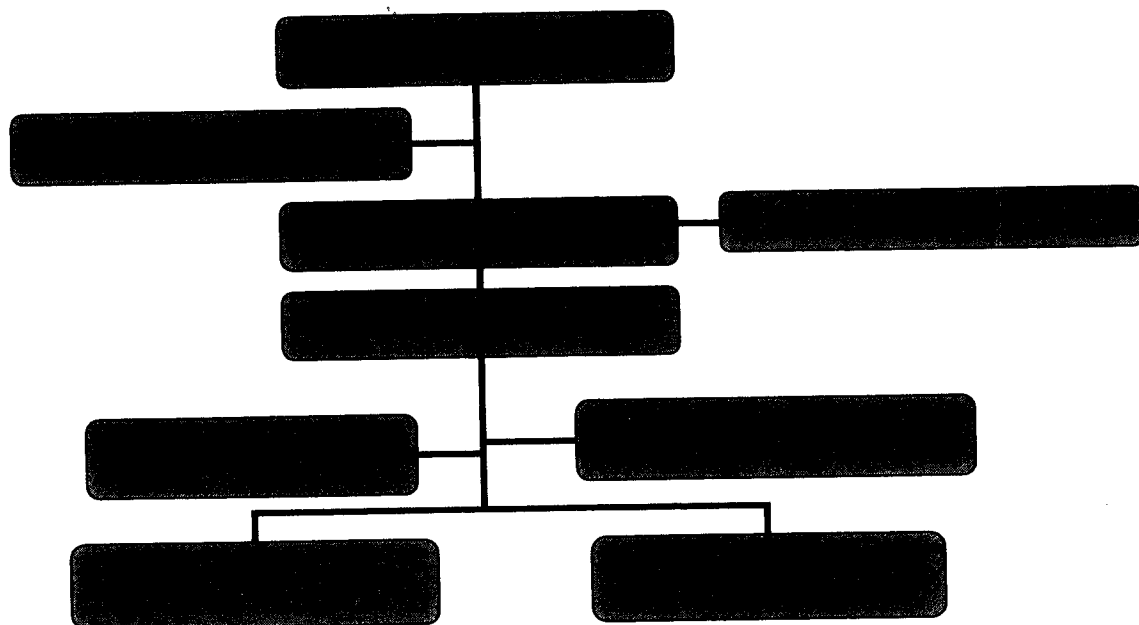
L. EVALUATION PLAN NARRATIVE
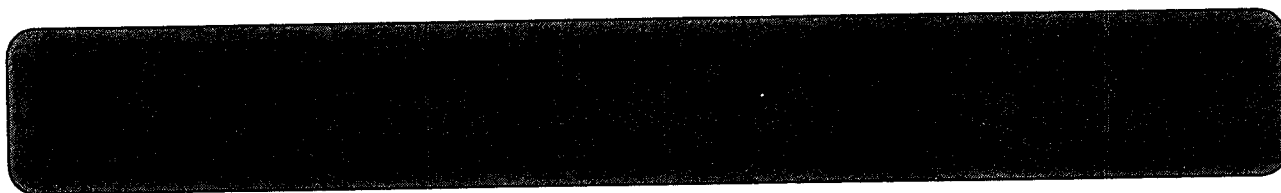
Management of the **project evaluation process** will be one of the most important responsibilities of the Title III Coordinator. Profound transformation of institutional systems and processes such as those proposed here can only be accomplished with step-by-step measurement, ongoing assessment, and reporting of progress toward meeting the project's objectives. The College's proposed evaluation plan provides an effective, authoritative system for measuring the success of the Project and its overall impact on the institution. The plan begins with Activity objectives, carefully developed to address the institution's key problems and goals. **Data collection and analysis procedures** have been developed to evaluate the Project's success in meeting these Activity objectives and for making changes and additions when needed (see Procedures chart at the end of this section). Once Activity components are tested and found to be

functioning effectively, they will be integrated into College processes. After the end of the grant, the College will continue to apply rigorous evaluation processes and criteria to the institutionalized Activity strategies to ensure continuous institutional improvement and student success.

Evaluation Design

A measurable, outcomes-based evaluation model will be used to determine the extent to which the program's goals and objectives are achieved. The Activity is driven by the measurable objectives introduced in the CDP and detailed, including measures and tangible results, in the forms provided with the Activity. Complementing this approach will be process-evaluation strategies to determine how well the project's systems and processes work. Evaluation of the Title III project is integrated not only with the project itself but also with existing institution-wide planning operations essential to allocating the College's limited resources to fulfill the College mission. The evaluation process for the project will be strengthened as overall College planning, management, and **evaluation operations are improved through the implementation of student information systems.**

The Title III Coordinator will direct the overall project evaluation in consultation with the **External Evaluation Consultant** (see Responsibilities and Qualifications below). The Activity Director will manage evaluation within each of the activity components. **Formative** evaluation strategies will be used throughout the process beginning early in the project's implementation stages to ensure that areas needing adjustment can be addressed immediately. **Summative** evaluation will be conducted at the end of each grant year with focus on accomplishments toward specific objectives for that year to provide decision-makers the information needed for program analysis. Final summative evaluation will be conducted at the end of the project and will focus on total accomplishments of the program in relation to project objectives and institutional development goals.

Types of Evaluation Data

The project evaluation will use both **quantitative and qualitative** types of data with appropriately designed instruments to provide valid assessment of the objectives in each Activity in each year. Evaluation will be both internal and external to provide sufficient objective data for decision-making. Evaluation of the project, like evaluation of the long-range plan with which it is interrelated, is a means to ensure the highest possible level of achievement.

ELEMENTS	FEATURES AND FUNCTIONS
1. Objectives	Objectives stated in measurable terms, identified with the unit of measure--students, faculty, administrators.
2. Data	Measures and instruments - quantitative and qualitative - used to document results: surveys, class GPAs, persistence rates, etc.
3. Timeline	Appropriate personnel, evaluation design, and instruments to be used for data collection; academic year/trimester timeline delineates functions and activities.
4. Analysis	Types of review and analysis of information collected; results analyzed; information folded back into program refinements.
5. Reports	Reports are written and documentation samples assembled into reports - at two levels: (1) participants and (2) others.

The following sample evaluation worksheet incorporates quantitative and qualitative methods of analysis and provides data for both formative and summative reports for the measurable objectives regarding persistence of transitional students.

SAMPLE EVALUATION WORKSHEET

Objective: Student attrition rates will decrease from 65% (2002-30 baseline) to 50%.

Information Requirements (Baseline Data)
- ❑ Baseline data on 2002-2003 fall-to-fall persistence rates verified.
- ❑ Persistence rates fall-to-fall for each year of the project (2003-04 through 2007-08).

Information Source:
- ❑ Admissions data, persistence/attrition data.
- ❑ Student Information System.
- ❑ Title III Coordinator, Activity Director Student Support Specialist, Student Information Specialist.
- ❑ Students, faculty, staff.

Instruments:

- ❑ Longitudinal report.
- ❑ Enrollment reports, by social security number, for each fall term.

Design/Data Collection Procedures:

- ❑ Record of student enrollment, fall terms.
- ❑ Exit forms.
- ❑ Administer student satisfaction/success questionnaire.
- ❑ Faculty and staff attendance records collected for training session on use of on-line system.
- ❑ Evaluator will complete observation schedule.
- ❑ Title III Coordinator and external consultant will review and approve design.

Time Schedule:

- ❑ Admissions Office gathers data on student enrollment.
- ❑ Students complete fall term, enrolled/depart by next fall.
- ❑ Comprehensive students support services and Transition Program in Years 1 through 5.
- ❑ Evaluator will complete observation and review reports.

Analysis Procedures:

- ❑ Analysis will be completed indicating attrition/persistence fall to fall.
- ❑ Student questionnaires will be analyzed to determine why students left and which student populations were most likely to leave. Exit forms and attrition/persistence rates will be summarized.

Use of Evaluation Data:

- ❑ Recommendations for actions to correct or change strategies to achieve objectives will be approved by Title III staff and included in formative/summative reports.
- ❑ Title III Coordinator will disseminate written reports to the Title III Internal Monitoring Team, College President, Board of Education, and other relevant groups.
- ❑ Evaluation results used to adjust project objectives, methods, and timelines.
- ❑ Evaluation results reviewed and confirmed by external evaluator.

Data Analysis Techniques

A variety of data analysis techniques will be applied to the data elements collected via the Evaluation Worksheets. During Year 1, the External Evaluation Consultant will work with the Title III Coordinator, the Activity Director, and the Internal Monitoring Team to determine appropriate analyses for each data

element. Among the techniques likely to produce the sophisticated results that can inform institutional decision making are the following:

Descriptive statistics (e.g., total counts, percentages, means, medians, averages) will be used both formatively and summatively (a) to measure the incremental changes resulting from project pilots as compared to control groups; (b) to demonstrate the extent to which we have achieved activity objectives, which are expressed in terms of this type of quantitative analysis, as required by the Title III Annual Performance Report; (c) to indicate institutional trends; and (d) to inform decisions regarding modifications.

Qualitative procedures (e.g., structured interviews, focus groups, observations) will be used to provide context and depth to the development of (a) training programs; (b) policies and procedures; and (c) critical internal and external reports, such as the required Title III Interim Performance Report and Annual Performance Report, which have been specifically designed to collect the results of such procedures as well as the results of quantitative procedures.

Statistical analyses (traditional: e.g., Chi-Square, T-tests, SPSS, linear trend analysis; on-line: e.g., Interactive Statistical Calculation Pages javastat.html, GraphPad www.graphpad.com, StatPoint Internet Statistical Computing Center www.sgcorp.com) will be employed (a) to validate baseline data; (b) to compare past efforts to current activity; (c) to project possible outcomes based on trends identified by descriptive statistics; (d) to determine the extent of the impact of project activities on long-term institutional values, such as retention and graduation; (e) to indicate areas of additional need; and (f) to analyze trends in revenues over the five-year period.

Our review of research and evaluation methods indicates that **high quality data interpretation** using sophisticated statistical and analytical procedures **requires accurate selection of methodologies** that are specifically and particularly **relevant to the actual data collected**. We are committed to an evolving evaluation design that reflects these principles.

Personnel and Resources Required

The Activity Director will collect, analyze, and present data to support activity progress reports relevant to performance evaluation measures. The Activity Director will prepare and present reports to the Project Coordinator and the Internal Monitoring Team on a regular basis.

The **External Evaluation Consultant** will work with the Title III Coordinator, the Activity Director, and the Internal Monitoring Committee. Evaluation tasks have a high priority status in the job descriptions of the project staff. In order to insure the more current experience and the most objective expertise in integrating the evaluation of a large, complex federal project into institutional evaluation as proposed in our Title III application, it will be necessary to hire an evaluation consultant. The External Evaluation Consultant will be a well-qualified outside person contracted with to provide the expertise needed to assess all dimensions of the Title III project in the context of BMCC. This is a very important function of this major five-year project. The External Evaluator selected will have at least the following **qualifications**:

- A minimum of five years' experience in evaluating federally funded projects, preferably Title III.

- Knowledge in evaluation processes and procedures, particularly as used in higher education.

- Understanding of the regulations governing Title III projects.

- Familiarity with the learners enrolled in community colleges.

- Experience in training faculty in transient observation and document analysis, data collection and data quality, sources of bias and error, and writing up recommendations for institutionalization.

- Experience in evaluating institutional effectiveness.

- Knowledge of the application of instructional technology and information technology in community college instruction and student tracking.

The External Evaluation Consultant will be expected to make annual site visits to the project in Years 1, 3, and 5 and to be available to provide extensive consultation and information needed to implement the evaluation plan. The External Evaluation Consultant will have the following **responsibilities**:

- Provide information about appropriate methodology and recommend research design and procedures for the Activity and projected outcomes.

- Examine the progress of the evaluation process and the administrative operation of the project and report to the College on the status with specific recommendations for improvement, if needed.

- Submit a written five-year summative report in terms of institutionalizing new practices and programs in the context of institutional effectiveness.

Planning for the Title III project has included the identification of data elements, data collection procedures, and data analysis procedures that will be used to measure the attainment of Activity objectives. These data elements and collection/analysis procedures are provided in the table that follows.
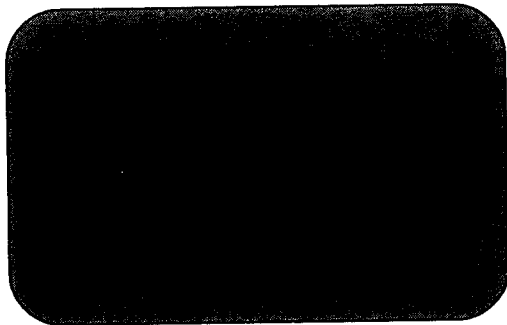
DATA COLLECTION AND ANALYSIS PROCEDURES

On the following pages specific methodologies for data collection and analysis are presented.

Procedures for Data Collection/Data Analysis

DATA COLLECTION PROCEDURE	DATA ANALYSIS	REPORTS AND USE OF REPORT	PERSON RESPONSIBLE	OUTCOME/MEASURE
COMPONENT 1: Re-Designed Student Support System for Student Success				
Track data on student retention, persistence, and success; establish baseline data from 2002-03 academic year.	Design baseline data queries for comparison with future pre-, midpoint, and post-project data collection, starting with pilot groups and moving toward regular college-wide studies as project unfolds.	Student Success Report: tracks transitions from one developmental group to the next (incorporating both Components #1 and #2), retention and persistence rates, number of referrals for early intervention, placement and advisement errors. Used by Title III staff, IMT, Student and Enrollment Services, Provost, and instructional areas to identify areas needing improvement.	Student Support Specialist.	A significant increase in successful transitions from one developmental group to the next, retention and persistence rates, and number of referrals for early intervention; a decrease in placement and advisement errors.
Conduct student and faculty/staff surveys to measure satisfaction with new systems and bridge program, and perceptual changes resulting from their use.	Tabulate student and faculty/staff responses; compare with stated objectives and performance indicators. Start with pilot groups and implement regular college-wide assessments as project unfolds.	Student Support Services Satisfaction Report: reports results of surveys; flags problem areas; informs decisions to modify processes and strategies. Used by Title III staff, IMT, Student and Enrollment Services, Provost, and instructional areas to identify areas needing improvement.	Student Support Specialist.	A significant increase in student and faculty/staff satisfaction with new bridge program and articulated student support services.
Assess faculty/staff and student knowledge and mastery of use of computer-assisted advisement and tracking processes.	Tabulate faculty/staff and student responses to pre- and post-training surveys. Establish college-wide baseline in 2002-03, and conduct surveys with pilot and other groups as project unfolds.	Student Support Training Report: includes report on understanding of and satisfaction with new processes and use of supporting technology; incorporates reports from Information Technology tracking requests for technical assistance with system use. Used by Title III staff, IMT, Student and Enrollment Services, Provost, and instructional areas to identify areas needing improvement.	Student Support Specialist; Student Information Specialist.	A significant increase in faculty/staff understanding and mastery of new advisement and student support systems; a significant decrease in requests for technical assistance.
COMPONENT 2: Strengthening Entry-Level Curriculum for Student Success				
Assess faculty knowledge and use of CAI/MAI resources in Developmental Courses	Tabulate faculty responses to pre- and post-training activities; compare with stated objectives and performance indicators. Start with pilot groups and implement regular college-wide assessments as project unfolds.	CAI/MAI Strategies Report: reports results of surveys; informs decisions to modify processes and strategies; flags areas slow to adopt new strategies. Used by Title III staff, IMT, student and instructional areas to identify successful implementation and areas needing improvement.	Learning Specialist.	Increased use of computer and media assisted instruction that better serve all students, particularly under-represented and at-risk students.

DATA COLLECTION PROCEDURE	DATA ANALYSIS	REPORT & USE OF REPORT	PERSON RESPONSIBLE	PERFORMANCE MEASURE
Assess faculty knowledge and use of CAI/MAI resources in Gateway Courses	Tabulate faculty responses to pre- and post-training activities; compare with stated objectives and performance indicators. Start with pilot groups and implement regular college-wide assessments as project unfolds.	CAI/MAI Strategies Report: reports results of surveys; informs decisions to modify processes and strategies; flags areas slow to adopt new strategies. Used by Title III staff, IMT, student and instructional areas to identify successful implementation and areas needing improvement.	Learning Specialist.	Increased use of computer-media assisted instruction that better serve all students, particularly under-represented and at-risk students.
COMPONENT 3: Learning-Focused Instruction for Student Success				
Assess faculty understanding and knowledge of universal teaching strategies and improved retention strategies, and perceptual changes resulting from training.	Tabulate faculty responses to pre- and post-training activities; compare with stated objectives and performance indicators. Start with pilot groups and implement regular college-wide assessments as project unfolds. Tabulate required statements in annual faculty/staff performance evaluations concerning perceptions of importance of teaching and retention strategies, and deployment of their use. Track changes over time.	Teaching/Retention Strategies Report: reports results of surveys; informs decisions to modify processes and strategies; flags areas slow to adopt new strategies. Used by Title III staff, IMT, student and instructional areas to identify successful implementation and areas needing improvement.	Learning Specialist.	Increased awareness of and deployment of teaching and retention strategies that better serve all students, particularly under-represented and at-risk students.
Assess faculty knowledge and use of technology as specific strategies to strengthen instruction and improve success rates of under-represented and at-risk students.	Tabulate faculty responses to pre- and post-training activities; compare with stated objectives and performance indicators. Start with pilot groups and implement regular college-wide assessments as project unfolds. Tabulate required statements in annual faculty/staff performance evaluations concerning perceptions of importance of instructional technologies and deployment of their use. Track changes.	Instructional Technologies Report: reports results of surveys; informs decisions to modify processes and strategies; flags areas slow to adopt new strategies. Used by Title III staff, IMT, Student and Enrollment Services, Provost, and instructional areas to identify successful approaches and areas needing improvement.	Learning Specialist.	Increased awareness of and deployment of instructional strategies that better serve all students, particularly under-represented and at-risk students.

DATA COLLECTION PROCEDURE	DATA ANALYSIS	REPORTING/USE OF REPORT	PERSON RESPONSIBLE/TITLE OF REPORT	OUTCOMES/RESULTS
COMPONENT 4: Integrated Student Information Systems for Student Success				
Assess faculty/staff knowledge and mastery of SIS. Assess student satisfaction with and use of SIS to monitor academic progress. Survey faculty/staff for satisfaction with new SIS and training processes.	Tabulate faculty/staff and student responses to pre- and post-training surveys. Establish college-wide baseline in 2002-03, and conduct surveys with pilot and other groups as project unfolds. Conduct annual follow-up surveys for trained faculty/staff and for students who remain enrolled.	Student Information System Usage Report: includes report on understanding of and satisfaction with new processes and use of supporting technology; incorporates reports from Information Technology tracking requests for technical assistance with system use. Used by Title III staff, IMT, Student and Enrollment Services, Provost, and instructional areas to identify areas needing improvement.	Student Information Specialist.	A significant increase in faculty/staff understanding and mastery of new student information system; a significant decrease in requests for technical assistance.

M. Budget for Project Management/Evaluation

Budget information for project management and evaluation follows on Forms 851A-4 and 5.

GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS
TITLE III, HIGHER EDUCATION ACT OF 1965, AS AMENDED

ACTIVITY NUMBER	PAGE NUMBER	NUMBER OF PAGES	FORM APPROVED OMB NO. 1840-0114 EXP DATE: 03/31/2003

ACTIVITY BUDGET (To be completed for every major activity for which funding is requested)

1. Name of Applicant Institution: **Blue Mountain Community College, Oregon**

2. Activity Title: **A Seamless Learning Environment for Student Success – Project Management and Evaluation**

3.

Budget Categories by Year	First Year % of Time	First Year Funds Requested	Second Year % of Time	Second Year Funds Requested	Third Year % of Time	Third Year Funds Requested	Fourth Year % of Time	Fourth Year Funds Requested	Fifth Year % of Time	Fifth Year Funds Requested	Total Funds Requested
Object Class											
a. Personnel (Position Title)											
Title III Project Coordinator	0.5	$ 25,000	0.5	$ 25,750	0.5	$ 26,523	0.5	$ 27,318	0.5	$ 28,138	$ 132,728
Project Assistant	0.5	$ 11,846	0.5	$ 12,200	0.5	$ 12,568	0.5	$ 12,944	0.5	$ 13,332	$ 62,890
SUB-TOTAL		$ 36,846		$ 37,950		$ 39,091		$ 40,262		$ 41,470	$ 195,618
b. Fringe Benefits – 37%		$ 13,633		$ 14,042		$ 14,464		$ 14,897		$ 15,344	$ 72,380
c. Travel		$ 3,361		$ 3,361		$ 3,361		$ 3,361		$ 3,361	$ 16,805
d. Equipment											
e. Supplies		$ 500		$ 500		$ 500		$ 500		$ 500	$ 2,500
f. Contractual											
g. Construction											
h. Other		$ 4,500		$ 1,500		$ 4,500		$ 1,500		$ 4,500	$ 16,500
i. TOTAL DIRECT CHARGES		$ 58,840		$ 57,353		$ 61,916		$ 60,520		$ 65,175	$ 303,803

ED FORM 851A-4

OTHER BUDGET INFORMATION

| 1. NAME OF APPLICANT INSTITUTION:
Blue Mountain Community College | 2. ACTIVITY TITLE: Project Management
and Evaluation |

1. REMARKS

PERSONNEL

(Note: Salaries are based on current market rates. A 3% annual cost-of-living increase has been calculated for half- and full-time positions, in accordance with institutional policy.)

Title III Coordinator (.5 FTE)

This position will report directly to President Travis Kirkland and will be responsible for overall project management, evaluation, and reporting. BMCC plans to appoint Ms. Karen Reeder, currently Director of Special Programs, to this position. Upon project completion, the position will not be retained, and Ms. Reeder will return to her normal duties.

Year 1	Year 2	Year 3	Year 4	Year 5
$25,000	$25,750	$26,523	$27,318	$28,138
(50%)	(50%)	(50%)	(50%)	(50%)

Project Assistant (.5 FTE)

We anticipate that the Project Assistant position and the Activity Assistant position will be filled by the same person, who will split his/her time approximately 50% in each role. This position will report directly to the Title III Coordinator and will provide essential clerical and administrative support to the Coordinator. The position will not be retained upon project completion.

Year 1	Year 2	Year 3	Year 4	Year 5
$11,846	$12,200	$12,568	$12,944	$13,332
(50%)	(50%)	(50%)	(50%)	(50%)

Fringe Benefits

Fringe benefits include the following for all employees: FICA (7.65% of gross salary), SAIF (0.65%), unemployment insurance (2.20%), PERS retirement (17.64%). Employees who work 30 or more hours a week receive the following insurance: health and life, long-term disability, and dental/vision.

Year 1	Year 2	Year 3	Year 4	Year 5
$13,633	$14,042	$14,464	$14,897	$15,344

PERSONNEL TOTAL

Year 1	Year 2	Year 3	Year 4	Year 5
$50,479	$51,992	$53,555	$55,159	$56,814

TRAVEL

BMCC requests funds to send the Title III Coordinator to one conference each year related to improving student success, e.g., League for Innovation in the Community College, and also to the annual national Title III conference. In addition, BMCC requests funds to cover the cost of travel to approximately 3 statewide or regional meetings of community college student affairs officials (standard rate of $.31/mile). We also request support for ground travel by Title III staff to BMCC's outlying centers for necessary meetings and evaluations. All travel by automobile is calculated at BMCC's standard rate of $.31/mile). **Travel = $3,361 each year**

OTHER BUDGET INFORMATION

1. NAME OF APPLICANT INSTITUTION: Blue Mountain Community College	2. ACTIVITY TITLE: Project Management and Evaluation

	League for Innovation	National Title III Conference	State/Regional Meetings	Vicinity Travel	
Air/ground	$500 air $75 taxi	$400 air $50 taxi	508 mi x .31 = $157 x 3 trips = $471	100 mi. x 31 = $31 x 16 trips = $500	
Per diem	5 x $20 = $100	4 x $45 = $90	3 x $10 = $30		
Hotel	5 x $120 = $600	4 x $120 = $480			
Registration	$225	$140			
Total	$1,500	$1160	$501	$500	

Year 1	Year 2	Year 3	Year 4	Year 5
$50,479	$51,992	$53,555	$55,159	$56,814

EQUIPMENT

BMCC requests no equipment monies for project management.

SUPPLIES

BMCC requests **$500 each year** for general office supplies.

Year 1	Year 2	Year 3	Year 4	Year 5
$50,479	$51,992	$53,555	$55,159	$56,814

CONTRACTUAL

BMCC requests no contractual monies for project management.

OTHER

BMCC requests **$1500 each year** to cover expenses for: postage ($300), phone charges ($200), and photocopying ($1000). BMCC requests **$3000 in Years 1, 3 and 5** to pay the fee (two days at $1500) of the external evaluator and, in each of those same years, $1500 for travel expenses of the external evaluator; estimated costs: $600 airfare, $200 car rental, $155 for mileage to outlying centers (450 miles $.31/mile), lodging at $120 each, and meals at $50/day

Year 1	Year 2	Year 3	Year 4	Year 5
$50,479	$51,992	$53,555	$55,159	$56,814

N. Summary Budget Form

U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control No: 1890--0004

Expiration Date: 02/28/2003

Name of Institution / Organization: **Blue Mountain Community College, Oregon**

Applicants requesting funding for only one year should complete the column under "Project Year 1". Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

	Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1.	Personnel	$ 177,450	$ 186,205	$ 171,108	$ 176,420	$ 165,862	$ 877,045
2.	Fringe Benefits	$ 65,656	$ 68,896	$ 63,310	$ 65,275	$ 61,369	$ 324,506
3.	Travel	$ 7,861	$ 7,861	$ 7,861	$ 7,861	$ 7,861	$ 39,305
4.	Equipment	$ 82,100	$ 83,100	$ 67,100	$ 67,100	$ 92,100	$ 391,500
5.	Supplies	$ 2,000	$ 10,000	$ 16,000	$ 16,000	$ 2,000	$ 46,000
6.	Contractual	$ 17,500	$ 15,000	$ 15,000	$ 15,000	$ 15,000	$ 77,500
7.	Construction	$	$	$ 10,000	$ 10,000	$ 10,000	$ 30,000
8.	Other	$ 13,410	$ 1,500	$ 13,410	$ 10,410	$ 13,410	$ 52,140
9.	Total Direct Costs (lines 1-8)	$ 365,977	$ 372,562	$ 363,789	$ 368,066	$ 367,602	$ 1,837,996
10.	Indirect Costs	$	$	$	$	$	$
11	Training Stipends	$	$	$	$	$	$
12.	Total Costs (lines 9-11)	$ 365,977	$ 372,562	$ 363,789	$ 368,066	$ 367,602	$ 1,837,996

ED FORM NO. 524

98

GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS Title III, Higher Education Act of 1965, as amended by Public Law 102-325	Form Approved: OMB No.:1840-0114 Exp. Date: 03/31/2003

| OTHER BUDGET INFORMATION ||

1. NAME OF APPLICANT INSTITUTION: Blue Mountain Community College	2. ACTIVITY TITLE: Project Management and Evaluation

4. REMARKS

PERSONNEL

Salaries are based on current market rates. A 3% annual cost-of-living increase has been calculated for half- and full-time positions, in accordance with institutional policy for grants.

FRINGE BENEFITS

Fringe benefits include the following for all employees: FICA (7.65% of gross salary), SAIF (0.65%), unemployment insurance (2.20%), PERS retirement (17.64% for staff, 23.64% for faculty). Employees who work 30 or more hours a week receive the following insurance: health and life ($642/month, with 15% annual premium increases), long-term disability (0.83% of gross salary), and dental/vision ($79/month, with 15% annual premium increases). These premiums are prorated in this Title III budget in accordance with each position's FTE.

TRAVEL

BMCC travel policy allots a standard per diem rate for employees of $20 day, although higher rates apply in selected urban destinations. Outside consultants may be reimbursed for actual, reasonable expenses upon presentation of documentation. Airfare and lodging rates are expected to be reasonable but not to impose extreme inconvenience or safety concerns upon the traveler.

EQUIPMENT

BMCC policy requires competitive quotes for any purchases of $2500 up to $25,000 (for capital outlay, the range is $5000 to $25,000). For purchases above $25,000, the College requires competitive bids obtained through a formal process.

SUPPLIES

BMCC policy requires competitive quotes for any purchases of $2500 up to $25,000. For purchases above $25,000, the college requires competitive bids obtained through a formal process. Though BMCC has identified BANNER as the SIS/FAS system of choice, the College will issue a Request for Bids in good faith and will follow all institutional policies and state requirements in purchasing the SIS/FAS.

CONTRACTUAL

BMCC policy requires competitive quotes for any contractual arrangements costing $2500 up to $25,000 (for capital outlay, the range is $5000 to $25,000). For contractual arrangements above $25,000, the College requires competitive bids obtained through a formal process.

OTHER

N/A

ED Form 851A-5

PLAN FOR ENSURING EQUITABLE ACCESS AND PARTICIPATION
As Part of the Education Provisions Act (GEPA) Section 427, PL 103-362

Project Overview and Barriers to Equity

Blue Mountain Community College's Title III Strengthening Institutions Program is designed to improve retention and program completion of all students through integrating student support services, articulating developmental and college credit courses, and strengthening faculty professional development activities, all supported by a new centralized student and financial information system. The College values diversity and is committed to promoting fairness, equal access, and inclusion in its policies and practices. The Title III project will address the College's concerns to increase enrollments and the success of at-risk and underrepresented populations, including the rapidly growing Hispanic communities in Hermiston and Milton-Freewater and the members of the Confederated Tribes of the Umatilla Indian Reservation, located six miles miles east of Pendleton.

BMCC strives to encourage and enhance the understanding of diversity and of human rights and responsibilities by teaching and modeling the skills that allow students to participate effectively in a democratic society.

Equity in Project Participation

BMCC practices an open admissions policy that allows any student the opportunity to enroll in classes and programs and to participate in College-sponsored activities. Open enrollment information is distributed throughout the College's 18,000-square-mile service area and beyond through media advertisements, various College publications, and Web sites maintained by the College and the Oregon Department of Community Colleges and Workforce Development. There is no eligibility requirement to participate in the Title III program.

Prospective and enrolled students will be informed of the special support and learning assistance services available, including counseling, tutoring, and academic support. Students are also informed through College publications and orientation program of the College's non-discrimination and equitable access policies and are provided information on BMCC staff contacts. The College plans to further emphasize services for students within the redesigned orientation program described in the Title III proposal and to encourage discussion of concerns or questions they may have about equity issues.

Title III program activities will be accessible to students with disabilities. Requests for accommodations are processed through the Office of Special Services.

Continuance of these strategies and institutional policies will ensure that no student is prohibited from participation in the Title III program at BMCC due to gender, race, national origin, color, disability, or age.

Equity in Employment

BMCC is committed to providing equal access and equal opportunity to all individuals desiring employment or adult, developmental, vocational-technical, or postsecondary education within the College. The College follows employment procedures that encourage minorities, the elderly, women, and individuals with disabilities to apply for employment and that insure that every applicant is given equal consideration.